# REPORT RESUMES

ED 012 959 EA 000 587

A REPORT TO THE BOARD OF DIRECTORS OF THE LITTLE ROCK SCHOOL DISTRICT, LITTLE ROCK, ARKANSAS. AN EVALUATION OF THE PROGRESS TOWARD THE ACHIEVEMENT OF A RACIALLY INTEGRATED EDUCATIONAL SYSTEM AND A PROJECTION OF A PLAN FOR FURTHER ACTION.

BY- BUMBARGER, CHESTER S. AND OTHERS
OREGON UNIV., EUGENE

PUB DATE MAY 67

EDRS PRICE MF-$1.00 HC-$8.72 218P.

DESCRIPTORS- *SCHOOL INTEGRATION, *COMMUNITY ATTITUDES, *EDUCATIONAL FACILITIES, *CENTRALIZATION, *FREE CHOICE TRANSFER PROGRAMS, EQUAL EDUCATION, ELEMENTARY SCHOOLS, JUNIOR HIGH SCHOOLS, SENIOR HIGH SCHOOLS, NEGRO EDUCATION, SCHOOL BUILDINGS, SCHOOL LOCATION, RESIDENTIAL PATTERNS, POWER STRUCTURE, TEACHER ATTITUDES, TEACHER BACKGROUND, ESTIMATED COSTS, COMPENSATORY EDUCATION, EUGENE,

A PROFESSIONAL STUDY WAS CONTRACTED BY THE BOARD OF EDUCATION AND SCHOOL ADMINISTRATORS TO ASSESS THE LITTLE ROCK SCHOOL DISTRICT'S PROGRESS IN MOVING FROM A DUAL TO AN INTEGRATED SCHOOL SYSTEM. AN EVALUATION OF COMMUNITY ATTITUDES AND THE EXTENT OF INFLUENCE GIVEN BY CIVIC LEADERS INDICATED GENERALLY FAVORABLE SUPPORT FOR IMPROVEMENTS ALREADY MADE BUT LITTLE ACTIVE SUPPORT FOR A FULLY INTEGRATED PROGRAM. AS A BASIS FOR RECOMMENDATIONS, THE STUDY TEAM INTERVIEWED 120 REPRESENTATIVE STAFF MEMBERS OF THE SCHOOL SYSTEM, ANALYZED RESIDENTIAL PATTERNS AND POPULATION TRENDS, SURVEYED SCHOOL FACILITIES, AND DETERMINED THE RELATIVE INFLUENCE OF VARIOUS PRESSURE GROUPS UPON THE EDUCATIONAL SYSTEM. OBSTACLES TO ACHIEVING AN IMPROVED EDUCATIONAL PROGRAM INCLUDE HUMAN RESISTANCE TO CHANGE, LACK OF MUTUAL TRUST AMONG PARTICIPANTS, POOR COMMUNICATION, AND LACK OF STAFF INVOLVEMENT IN CURRICULUM DEVELOPMENT, STAFF TRANSFER, AND THE BUDGETING PROCESS. POSITIVE FEATURES INCLUDE LARGELY EQUIVALENT PREPARATION FOR WHITE AND NONWHITE TEACHERS, STAFF CONFIDENCE IN THE ABILITY OF PEERS TO TEACH EFFECTIVELY IN AN INTEGRATED EDUCATIONAL SYSTEM, AND A HIGH DEGREE OF STAFF COMMITMENT TO TEACHING AND THE SCHOOL SYSTEM. AN EDUCATIONAL PARK IS PROPOSED AS THE KEY TO A LONG-RANGE PLAN FOR EDUCATIONAL IMPROVEMENT. THE ENTIRE SCHOOL SYSTEM WOULD BE REGARDED AS A SINGLE PARK, WITH SEPARATE SCHOOLS FOR GRADES 1--5, 6--8, 9--10, AND 11--12. (JK)

ED012959

# A Report to the Board of Directors of the Little Rock School District Little Rock, Arkansas

BUREAU OF EDUCATIONAL RESEARCH
School of Education
University of Oregon
Eugene, Oregon
May 1967

EA C00 587

# A REPORT TO THE BOARD OF DIRECTORS OF THE
# LITTLE ROCK SCHOOL DISTRICT
# LITTLE ROCK, ARKANSAS.

An evaluation of the progress toward the achievement of a racially integrated educational system and a projection of a plan for further action.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BUREAU OF EDUCATIONAL RESEARCH
School of Education
University of Oregon
Eugene, Oregon

May 1967

# MEMBERS OF THE BOARD OF DIRECTORS

# of

# LITTLE ROCK SCHOOL DISTRICT

---

Dr. John A. Harrel, Jr., President

Dr. Edwin N. Barron, Jr.

Mr. Warren K. Bass

Mr. James M. Coates, Jr.

Mr. Winslow Drummond

Mrs. Frank Gordon

Mr. T. E. Patterson

---

Mr. Floyd W. Parsons, Superintendent of Schools

# SURVEY STAFF

Chester S. Bumbarger, Acting Director
Bureau of Educational Research and Service
University of Oregon, Eugene, Oregon

Keith Goldhammer
Associate Dean, School of Education
University of Oregon, Eugene, Oregon

Max G. Abbott, Deputy Director, Center for Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon

Milford P. Cottrell, Post-Doctoral Associate, School of Education, University of Oregon, Eugene, Oregon

John R. Howard, Assistant Professor of Sociology, University of Oregon, Eugene, Oregon

Robert E. Keith, Associate Director of Urban Planning, Bureau of Municipal Research and Service, University of Oregon, Eugene, Oregon

Gregory P. Maltby, Assistant Professor of Educational Administration, University of Oregon, Eugene, Oregon

Margaret A. Nielsen, Instructor in Education, Editor--Bureau of Educational Research and Service, University of Oregon, Eugene, Oregon

## Graduate Research Assistants

R. Wright Cowger
Orin B. Fjeran
Roderick B. Groshong
Roger P. Kershner
Willson T. Maynard
James D. Miller
James S. Rose
Al D. Selinger
Roy Y. Yasui

## Computer Programmers

Timothy Kirk
Michael B. Northam

## Special Assistant

Lee Safley, Undergraduate Research Training Fellow

## TABLE OF CONTENTS

Chapter Page

I OVERVIEW OF THE PROBLEM . . . . . . . . . . . . . . . . . . . . . . 1

- Introduction . . . . . . . . . . . . . . . . . . . . . . . . . . 1
- Historical Background . . . . . . . . . . . . . . . . . . . . . 2
- Current Status of Little Rock School Integration . . . . . . . . 3
- Integration and the Community . . . . . . . . . . . . . . . . . 17
- School Buildings . . . . . . . . . . . . . . . . . . . . . . . . 20
- Financial Considerations . . . . . . . . . . . . . . . . . . . . 26
- Population Patterns . . . . . . . . . . . . . . . . . . . . . . 30
- Summary . . . . . . . . . . . . . . . . . . . . . . . . . . . . 33

II PERCEPTIONS AND ATTITUDES . . . . . . . . . . . . . . . . . . . . 35

- Community Leadership and the Schools . . . . . . . . . . . . . . 38
  - Methods . . . . . . . . . . . . . . . . . . . . . . . . . . . 40
  - Power and Influence in Little Rock . . . . . . . . . . . . . . 41
  - The Upper Echelons of the School Administration . . . . . . . 49
- Perceptions of the Professional Staff . . . . . . . . . . . . . 51

III PROBLEMS REQUIRING ATTENTION . . . . . . . . . . . . . . . . . . 59

- Human Attitudes as Obstacles . . . . . . . . . . . . . . . . . . 59
- Evaluation of Teacher Preparation . . . . . . . . . . . . . . . 61
- Problems in Communication . . . . . . . . . . . . . . . . . . . 71

IV INTEGRATION OF SCHOOLS . . . . . . . . . . . . . . . . . . . . . 75

- Available Alternatives . . . . . . . . . . . . . . . . . . . . . 76
  - Busing. . . . . . . . . . . . . . . . . . . . . . . . . . . . 76
  - Consolidation . . . . . . . . . . . . . . . . . . . . . . . . 76
  - Tuition Arrangements . . . . . . . . . . . . . . . . . . . . . 76
  - Attendance Zones . . . . . . . . . . . . . . . . . . . . . . . 77
  - Freedom-of-Choice . . . . . . . . . . . . . . . . . . . . . . 77
  - Pairing . . . . . . . . . . . . . . . . . . . . . . . . . . . 77
  - Alterations in Grade Structure . . . . . . . . . . . . . . . . 78
  - Educational Park . . . . . . . . . . . . . . . . . . . . . . . 78
  - Compensatory Education Programs . . . . . . . . . . . . . . . 79
- Applicability to the Situation . . . . . . . . . . . . . . . . . 79
  - Busing . . . . . . . . . . . . . . . . . . . . . . . . . . . . 81
  - Consolidation . . . . . . . . . . . . . . . . . . . . . . . . 81
  - Tuition Arrangements . . . . . . . . . . . . . . . . . . . . . 82
  - Attendance Zones . . . . . . . . . . . . . . . . . . . . . . . 83
  - Freedom-of-Choice . . . . . . . . . . . . . . . . . . . . . . 83
  - Pairing . . . . . . . . . . . . . . . . . . . . . . . . . . . 84
  - Alteration in Grade Structure . . . . . . . . . . . . . . . . 84
  - The Educational Park . . . . . . . . . . . . . . . . . . . . . 85
  - Compensatory Education Programs . . . . . . . . . . . . . . . 85
- Summary . . . . . . . . . . . . . . . . . . . . . . . . . . . . 86

# TABLE OF CONTENTS (cont.)

**Chapter** **Page**

V A PLAN AND ITS IMPLEMENTATION . . . . . . . . . . . . . . . . . . . 87

  Introduction . . . . . . . . . . . . . . . . . . . . . . . . . 87
  Outline of the Plan . . . . . . . . . . . . . . . . . . . . . . 88
  Implementation of the Plan . . . . . . . . . . . . . . . . . . . 89
    Integration of Staff . . . . . . . . . . . . . . . . . . . . . 89
    Compensatory Education . . . . . . . . . . . . . . . . . . . . 92
    Improvement of Communications . . . . . . . . . . . . . . . . . 93
    Educational Park . . . . . . . . . . . . . . . . . . . . . . . 94
    Pairing of Metropolitan High School and Mann High School . . . 95
    Freedom-of-Choice . . . . . . . . . . . . . . . . . . . . . . . 96
  Activating the Plan . . . . . . . . . . . . . . . . . . . . . . 97

VI COSTS AND SCHEDULING OF PROPOSED PLAN . . . . . . . . . . . . . . 107

  Timetable for the Little Rock Plan . . . . . . . . . . . . . . . 108
  Expenses Entailed . . . . . . . . . . . . . . . . . . . . . . . 110
    Compensatory Education . . . . . . . . . . . . . . . . . . . . 112
    Transportation Expense . . . . . . . . . . . . . . . . . . . . 114
    Building Expense . . . . . . . . . . . . . . . . . . . . . . . 119

**Appendix**

A GENERAL INFORMATION . . . . . . . . . . . . . . . . . . . . . . . . 125

  Professional Staff Interview Schedule, Little Rock . . . . . . . . 127
  Housing Characteristics--1960, Little Rock . . . . . . . . . . . . 136

B POPULATION INFORMATION . . . . . . . . . . . . . . . . . . . . . . 137

  Population Characteristics, Little Rock . . . . . . . . . . . . . 139
  Distribution of School Age Groups, Little Rock . . . . . . . . . . 140
  Proportion of Total 1964 Study Area Non-White Population in Each Census Tract, Little Rock, Arkansas . . . . . . . . . facing 140
  Population in Age Groups, Total Enrollment and Enrollment in Public Schools by Tract of Residence--April 1960, Little Rock . 141
  Fall School Enrollment, 1960-1966, Little Rock . . . . . . . . . . 142
  Student Survival Ratios by Race, Little Rock . . . . . . . . . . . 143
  Expected Enrollment Ranges Based on Median and High Projections, Little Rock, Arkansas . . . . . . . . . . . . . . 144

C BUILDING INFORMATION . . . . . . . . . . . . . . . . . . . . . . . 145

  Basic Building Data . . . . . . . . . . . . . . . . . . . . . . . 147
  Building Descriptions . . . . . . . . . . . . . . . . . . . . . . 148
  Room Adequacy--Part 1 . . . . . . . . . . . . . . . . . . . . . . 149
  Room Adequacy--Part 2 . . . . . . . . . . . . . . . . . . . . . . 175
  Elementary School Plant Capacities and Utilization . . . . . . . . 201
  Secondary School Plant Capacities and Utilization . . . . . . . . . 202
  Comparisons by Racial Makeup of School Building Enrollments . . . 203

# LIST OF TABLES

| Table | | Page |
|---|---|---|
| 1 | Enrollments by Race--Little Rock Schools, 1956 and 1966 | 4 |
| 2 | Percentage of Negro Students in Integrated Instructional Situations in Little Rock--1966 | 6 |
| 3 | Ratios of Negro to White Students in Little Rock, September, 1966 | 9 |
| 4 | Occupation and Employment Characteristics, Little Rock | 18 |
| 5 | 1960 Median Family Income, Little Rock | 19 |
| 6 | Comparison of Cost of Education on a Per Pupil Basis | 28 |
| 7 | Dates, Amounts, and Purposes of Past Bond Issues, Little Rock School District, 1958-64 | 29 |
| 8 | Population Mobility, 1955-1960, Little Rock | 32 |
| 9 | Staff Interview Sample by School, Little Rock | 52 |
| 10 | Basic Information Relevant to the Staff Sample, Little Rock | facing 52 |
| 11 | Staff Reactions to Student Grouping Alternatives | 55 |
| 12 | Sex, Staff Member Sample, Little Rock | 63 |
| 13 | Marital Status, Staff Member Sample, Little Rock | 64 |
| 14 | Age, Staff Member Sample, Little Rock | 64 |
| 15 | Type of Institution Granting Degrees, Number of Degrees Granted, and Location, Staff Member Sample, Little Rock | 66 |
| 16 | Total Years of Professional Experience, Staff Member Sample, Little Rock | 67 |
| 17 | Years of Professional Experience in Little Rock, Staff Member Sample, Little Rock | 68 |
| 18 | Evaluation of Self and Peer Preparedness to Teach in an Integrated Classroom, Staff Member Sample, Little Rock | 70 |
| 19 | Changes Recommended for Selected Attendance Centers, Little Rock School District | 100 |
| 20 | School Construction Needs Projected in Terms of the Proposed Plan for Little Rock | 101 |
| 21 | A Tentative Timetable for the Little Rock Plan | 111 |
| 22 | Schools Recommended for Abandonment, Little Rock | 120 |
| 23 | Approximate Costs for the Plan Proposed for Little Rock | 123 |

# LIST OF FIGURES

| Figure | | Page |
|---|---|---|
| I | Population Trends of Census Tracts . . . . . . . . . . . . . . | facing 30 |
| II | Distribution of School Age Groups--1964, by Census Tract, Little Rock, Arkansas . . . . . . . . . . . . . . . . . . . . | facing 32 |
| III | Recommended Changes for Little Rock School Buildings . . . . | facing 100 |
| Appendix B | Proportion of Total 1964 Study Area Non-White Population in Each Census Tract, Little Rock, Arkansas . . . . . . . . . . . | facing 140 |

# CHAPTER I

# OVERVIEW OF THE PROBLEM

## Introduction

This study of the Little Rock, Arkansas, School District was initiated through action of the local school board and school administrators with the avowed purpose of assessing the current status of Little Rock's effort to move from a dual to an integrated school system. It was intended that the study provide measures of the current situation along several dimensions, consider problems to be met and resolved, and supply a set of recommendations detailing a program for further school board and community activity.

The Bureau of Educational Research and Service of the University of Oregon undertook the project with the understanding that complete freedom in gathering data and formulating recommendations was entailed. It was the Bureau's position that the study was essentially concerned with the improvement of educational opportunity in Little Rock and that, while the problem carried certain sociological and political overtones, it was essentially an educational question. The study team had no intent to ignore the effects of other issues upon the basic topic but rather proposed to maintain a consistent focus upon the investigation's primary purpose, that of planning toward the improvement of access to equal educational opportunity for all children in the area. Further, while demonstrable advantages would accrue to a study upon a broader geographical basis than one school district alone, circumstances demanded that the study deal only with Little Rock School District.

## Historical Background

The history of school integration in Little Rock has received reasonably extensive treatment in the popular press and has also been the subject of scholarly inquiry. As one of the first school districts in the South to attempt an integrated system, developments in the community have attracted considerable attention both within and without the United States. Recent events in other regions have tended to overshadow the situation in Little Rock so that relatively little nation-wide notice has been given to the school district of late.

This report will not attempt a complete historical treatment of the school integration issue in Little Rock. Occasional references to past events will be made but only for the purpose of pointing up changes or of illuminating the existing situation. Such references should not be construed as criticism but rather as statements of generally accepted facts.

It can readily be demonstrated that the community has already passed through several evolutionary stages in the process of eliminating a dual school system. It can be reasonably well established that the initial moves toward school desegregation were diffident and based more heavily upon an appearance of compliance with court rulings than upon a whole-hearted acceptance of and commitment to the idea of a unified, integrated, high-quality educational program for every child. As a result, the matter developed into a political rather than an educational issue. In fact, the education of many children was interrupted, in some cases never continued, because of closures resulting from the strong emotional context of the times. It was only after the people of the community organized and openly demonstrated their support for the educational system that the situation was stabilized and the school district could again embark upon a semblance of an educational program.

The aftereffects of the community upheaval were felt for a number of years, both in economic losses to the area and also in breaches in communications among divergent groups. While the remaining effects cannot be accurately measured, evidence of their existence is available in the comments of community members and in concern expressed for avoidance of a replication of this unfortunate occurrence.

Plans for the future development of the Little Rock School District cannot completely ignore the chain of events which has preceded and contributed to the formation of the current situation. Conversely, neither can such plans ignore changes in community sentiment and attitudes and alterations in viewpoints which have occurred in the intervening years. One purpose of this report is to attempt the delineation of certain prevalent attitudes bearing upon the future development of the school system. This should prove to be of value as long-range plans are formulated.

## Current Status of Little Rock School Integration

When integration in the schools of Little Rock is assessed, the results are highly dependent upon the nature of the comparison made. For example, th extent to which children are now receiving instruction in integrated environments, as compared with the extent of such instruction ten years ago, demonstrates a marked improvement. Table 1 illustrates this fact by providing an analysis of enrollees by grade in exclusively Negro, exclusively white, and integrated attendance centers respectively for both 1956 and 1966.

Table 1

## ENROLLMENTS BY RACE--LITTLE ROCK SCHOOLS
## 1956 and 1966

| | 1956 Enrollees[a] | | | 1966 Enrollees[a] | | |
|---|---|---|---|---|---|---|
| Grade Level | Negro Schools | White Schools | Integrated Schools | Negro Schools | White Schools | Integrated Schools |
| 1 | 903 | 1,855 | 0 | 813 | 526 | 984 |
| 2 | 678 | 1,663 | 0 | 724 | 514 | 979 |
| 3 | 579 | 1,797 | 0 | 713 | 504 | 952 |
| 4 | 482 | 1,508 | 0 | 655 | 516 | 962 |
| 5 | 433 | 1,304 | 0 | 617 | 462 | 915 |
| 6 | 422 | 1,211 | 0 | 574 | 440 | 952 |
| Total 1-6 | 3,527 | 9,338 | 0 | 4,096 | 2,962 | 5,744 |
| 7 | 431 | 1,270 | 0 | 549 | 320 | 1,238 |
| 8 | 379 | 1,244 | 0 | 530 | 0 | 1,525 |
| 9 | 328 | 1,070 | 0 | 516 | 0 | 1,357 |
| Total 7-9 | 1,138 | 3,584 | 0 | 1,595 | 320 | 4,120 |
| 10 | 268 | 982 | 0 | 325 | 0 | 1,489 |
| 11 | 213 | 884 | 0 | 313 | 0 | 1,483 |
| 12 | 141 | 790 | 0 | 292 | 0 | 1,346 |
| Total 10-12 | 622 | 2,656 | 0 | 930 | 0 | 4,318 |
| Grand Total | 5,287 | 15,578 | 0 | 6,621 | 3,282 | 14,182 |

[a] Special Education classes excluded.

Source: District records, May, 1956, and September, 1966.

In 1956, all children were attending segregated schools. In 1966, however, out of a total elementary school enrollment of 12,802 pupils, 5,744 pupils (44.9 percent) were attending at least partially integrated schools. In 1966, out of a total junior high school enrollment of 6,035 pupils, 4,120 or 68.3 percent, were in integrated schools; and on the senior high school level, out of 5,248 students, 4,318, or 82.3 percent of the students, were attending at least partially integrated schools. None of the schools offering work beyond the seventh grade were maintained exclusively for white children. It is apparent that substantial progress has been made, from a point in time when a dual school system existed to one when a large number of children and youth are afforded the opportunity to receive instruction in an integrated school situation.

On the other hand, further analysis of these enrollments indicates that much remains to be done.

First, on the elementary school level, 4,096, or 32.0 percent of the pupils are still in all-Negro schools, while 2,962, or 23.1 percent, are in all-white schools. In the junior high school grades, 1,595, or 26.4 percent of the pupils, are in all-Negro schools, while on the senior high school level 930 students, or 17.7 percent are in all-Negro schools.

Second, the degree to which integration has in reality been achieved in the individual attendance centers is much less than Table 1 appears to show. Close examination of the data reveals that in most cases the enrollments in the integrated attendance centers consist of very large numbers of one race and only small numbers of the other. To clarify this facet of the total picture, Table 2, concerned with the numbers of Negro students, by grade level, enrolled in integrated schools, was developed.

Table 2

PERCENTAGE OF NEGRO STUDENTS IN INTEGRATED INSTRUCTIONAL SITUATIONS[a] IN LITTLE ROCK--1966

| Grade Level | Total Negro Students[a] | Number in Integrated Situations | Percent of Total Integrated |
|---|---|---|---|
| 1 | 935 | 122 | 13.0 |
| 2 | 838 | 114 | 13.6 |
| 3 | 800 | 87 | 10.9 |
| 4 | 767 | 112 | 14.6 |
| 5 | 692 | 75 | 10.8 |
| 6 | 644 | 70 | 10.9 |
| Total 1-6 | 4,676 | 580 | 12.4 |
| 7 | 710 | 161 | 22.7 |
| 8 | 614 | 84 | 13.7 |
| 9 | 566 | 50 | 8.8 |
| Total 7-9 | 1,890 | 295 | 15.6 |
| 10 | 542 | 217 | 40.0 |
| 11 | 464 | 151 | 32.5 |
| 12 | 375 | 83 | 22.1 |
| Total 10-12 | 1,381 | 451 | 32.7 |
| Grand Total | 7,947 | 1,326 | 16.7 |

[a] Special Education classes excluded.

Source: District records, September, 1966.

This reveals that at the elementary school level, an average of about 12 percent of all Negro children attend an integrated unit. At the junior high school and senior high school levels the average figures are about 15 percent and almost 32 percent, respectively.

The difference at the high school level is striking, particularly in view of the fact that one high school has no white students enrolled and one has only seven Negro students in attendance. Thus, most of the integrated education at this level is provided in only two of the high school units.

At the junior high school level, an even greater differential obtains, since two units enroll only Negroes and their student bodies constitute 84.4 percent of the Negro students at this level in the Little Rock schools. Of the integrated junior high schools, one attendance center houses 245 of the 295 Negro students of junior high school age enrolled in integrated facilities. This means that four of the junior high schools with integrated student bodies enroll a very small number of Negro students.

At the elementary school level, the situation closely parallels that found in the junior high schools. Ten elementary school buildings house only Negro students. The total enrollment of these units is 4,096 or 87.6 percent of all Negro pupils of elementary school age. Conversely, six schools house 2,962 pupils in all-white situations, leaving 15 elementary schools with a total enrollment of 5,744 to house the remaining 5,164 white pupils and 580 Negro pupils.

It becomes apparent that when the progress made in achieving integration is evaluated, a very important factor is the basis of comparison. When the status of Little Rock School District is viewed from the standpoint of the present as compared with the past, the result is reasonably favorable. However, when the comparison shifts to the perspective of contrasting the status quo with the task remaining to be done, there is much yet to be accomplished. The time has not yet arrived when the community can in good conscience rest on its laurels.

When the specifics of the racial distribution of the student population are considered, it is possible to establish goals for the district's consideration. At present, and disregarding any racial differences in the holding power of the schools, it is possible to determine a range for the racial balance in the enrollments of the several attendance centers. This range can then serve as a point of emphasis as district plans are formulated. In general, the consensus of authorities seems to hold that the particular racial balance in a given attendance center should be roughly that of the racial balance in the district at large. Obviously, it is difficult if not impossible to move immediately to this distribution of the races in an operating school district. However, if this goal is adopted and carefully articulated, it is quite feasible to plan logically toward its attainment as both day-to-day and long-range plans are developed and implemented.

Table 3 presents in detail the ratio between the races as revealed by current enrollments. It is important to remember that this is based upon actual enrollments and not upon potential enrollments. The consistently declining ratio of Negro to white students throughout the 12 years of school appears indicative of a differential in the school holding power and may illustrate variability in the dropout rate between the races. It may also indicate a higher retention-in-grade or failure rate for Negro than for

### Table 3

### RATIOS OF NEGRO TO WHITE STUDENTS IN LITTLE ROCK[a] SEPTEMBER, 1966

| Grade Level | Total Students[a] | Negro Students | White Students | Ratio Negro/White |
|---|---|---|---|---|
| 1 | 2,323 | 935 | 1,388 | 40:60 |
| 2 | 2,217 | 838 | 1,379 | 38:62 |
| 3 | 2,169 | 800 | 1,369 | 37:63 |
| 4 | 2,133 | 767 | 1,366 | 36:64 |
| 5 | 1,994 | 692 | 1,302 | 35:65 |
| 6 | 1,966 | 644 | 1,322 | 33:67 |
| Total 1-6 | 12,802 | 4,676 | 8,126 | 36:64 |
| 7 | 2,107 | 710 | 1,397 | 34:66 |
| 8 | 2,055 | 614 | 1,441 | 30:70 |
| 9 | 1,873 | 566 | 1,307 | 30:70 |
| Total 7-9 | 6,035 | 1,890 | 4,145 | 31:69 |
| 10 | 1,814 | 542 | 1,272 | 30:70 |
| 11 | 1,796 | 464 | 1,332 | 26:74 |
| 12 | 1,638 | 375 | 1,263 | 23:77 |
| Total 10-12 | 5,248 | 1,381 | 3,867 | 26:74 |
| Grand Total | 24,085 | 7,947 | 16,138 | 33:67 |

[a] Special Education classes excluded.

Source: District records, September, 1966.

white students, resulting in a heavier accumulation of pupils in the lower grades in addition to a larger dropout rate in the higher grade levels.

However, in view of the fact that 40 percent of all first-grade pupils are Negro while only 23 percent of all twelfth-grade students are Negro, if the goal is to achieve racial balance at each attendance center roughly equivalent to the proportions between the races in the district at large, a percentage range rather than a fixed figure appears to be desirable. Thus, if based upon student enrollments, the target range might be fixed at from 20 percent to 40 percent of the enrollment at each school to consist of Negro students. The more nearly the district is enabled to achieve this range, the more nearly the goal of an integrated system is reached.

As the status of integration in the schools of Little Rock is studied, it is relevant to devote attention to certain of the legal aspects of the problem. As noted earlier, it was action of the courts which led to action by the district and resulted in community conflict. Since the original court decision, many legal battles have been fought, not only in regard to Little Rock but also in connection with manifestations of similar problems throughout the United States.

Since there are no state regulations in Arkansas which are particularly pertinent to the problem under consideration, the legal implications of current practices in the Little Rock School District will be discussed in terms of the district's compliance with federal regulations as they are spelled out in court decisions and as they are detailed in Section 601 of Title VI of the Civil Rights Act of 1964. The primary relevant court decision is the ruling of the U.S. Supreme Court in the Brown Case of 1954 while Title VI of the Civil Rights Act contains the following stipulation:

> No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

To gain additional perspective regarding the district's compliance with relevant federal legislative and judicial requirements, it is necessary to trace briefly the historical developments regarding school desegregation in Little Rock. Shortly after the 1954 decision of the U.S. Supreme Court, the Arkansas legislature enacted a pupil placement law which was designed ostensibly to provide a rational basis for assigning pupils to schools. Available evidence suggests, however, that the effects of this law were to perpetuate a dual system of education based upon racial segregation. Included among some 14 to 16 factors to be considered in pupil assignments were tests of general intelligence and estimates of how well an individual student could relate to students of other races. For a number of years the Little Rock School District operated under the pupil placement law.

Eventually, litigation was initiated to require the Little Rock schools to increase the number of Negro students assigned to formerly all-white schools. As a result of this litigation, the school district was placed under a court-ordered plan for school desegregation, a plan which still has legal force. Thus, technically, the district is automatically considered to be in compliance with federal requirements, even though the plan approved by the courts is in some instances less stringent than are the guidelines adopted by the U.S. Office of Education in March, 1966, and set forth in the *Revised Statement of Policies for School Desegregation Plans under Title VI of the Civil Rights Act of 1964*.

Despite the fact that the district could have continued to comply with only the requirements of the court-approved procedures, however, the Board of Education took voluntary action in March, 1966, to adopt a free-choice-of-schools plan, based upon the Revised Statement of the Office of Education. In announcing this plan, the school officials advised the parents of all pupils in the Little Rock schools that:

> ...the plan requires every student or his parent to choose the school the student will attend in the coming school year. It does not matter which school the student is attending this year or any subsequent year, and it does not matter whether that school was formerly a white or Negro school. You and your child may select any school you wish.

The procedures adopted under the free-choice plan conform in all respects to the guidelines set down by the Commissioner of Education in the Revised Statement of March, 1966. In April of 1966 the Little Rock school officials prepared a bulletin to inform students, parents, and the general public of the plan that had been adopted. This bulletin contained 18 provisions, including among others a notice of the choice period; instructions for making a choice; curricular information regarding the schools involved; a notice of procedures for reporting violations of those provisions which prohibited school officials or others from influencing students or parents in their choice of schools; and a stipulation that no choice would be denied except for overcrowding in which case decisions would be based entirely on proximity of residence to the chosen school.

Although the free-choice plan has been accepted as one possible means of achieving desegregation, this plan has definite limitations. According to the Guidelines of the Commissioner, "a free choice plan tends to place the burden of desegregation on Negro or other minority group students or their parents." According to the Office of Education, therefore, the determination of whether a free-choice plan is a viable and effective means of completing the initial stages of desegregation is made by ascertaining whether a substantial percentage of students have in fact been transferred from segregated schools. In the case of Little Rock, this means that the percentage of students who transferred from segregated schools during the 1965-66 school year (1.67 percent) should have been increased by four to five times (to approximately 7 or 8 percent) during the 1966-67 school year. In fact, the percentage of students in Little Rock who transferred from segregated schools increased only from 1.67 percent in 1965-66 to 3.06 percent in 1966-67. This increase is less than half that expected by the Commissioner's Office as evidence that a free-choice plan is a viable and effective means of completing the initial stages of desegregation.

The determination of whether or not the Little Rock schools are in compliance with federal regulations is thus not simple. If the question is posed in terms of the policies and procedures adopted by the school district, the answer is clearly affirmative. In this, officials in the Office of Equal Educ. Opportunities of U.S.O.E. concur. If the question is posed in terms of outcomes which will lead to the elimination of a dual school system within a reasonable period of time, the answer is quite clearly negative. At the present transfer rate, approximately 10 more years will be required to achieve the number of transfers from segregated schools which will eliminate a dual educational system. By that time almost a quarter of a century will have elapsed since the U.S. Supreme Court decreed that school districts should move with reasonable speed to eliminate segregation. Even if it can be assumed that the transfer rate will increase in keeping with current trends, another five to seven years will undoubtedly pass before segregation is eliminated in Little Rock unless some overt action is taken by the Board of Education to hasten the process.

These estimates are based upon total enrollment trends in the entire school district. If one examines individual schools rather than the district as a whole, however, the possibility of eliminating a dual system of education within 10 years, under the current policies, seems quite remote. This can be illustrated by noting that of the 739 students who transferred from segregated to desegregated schools during 1966-67, 341 of them enrolled in three schools, West Side Junior High, Mitchell Elementary, and Romine Elementary. Furthermore, since 1964-65, the racial composition in the Mitchell School has shifted from predominantly white to predominantly Negro; there is a good possibility that if the current trend continues, Mitchell will eventually become a segregated school again with the enrollment entirely Negro.

During the same period of time, 1964-65 to 1966-67, the number of Negro students enrolled at the Hall High School has decreased from 18 to 7, with the distinct possibility that no Negro students will be enrolled at Hall in 1968-69. In the meantime, 19 out of the 42 schools in the district remain totally segregated, 13 of which have only Negro students and six of which have only white students. Another eight schools have 10 or fewer students of the minority race enrolled at the present time.

Federal regulations apply not only to students; they apply also to staff assignments. According to the Revised Statement of the U.S. Office of Education, "each school system has a positive duty to make staff assignments and reassignments necessary to eliminate past discriminatory assignment patterns."

Here again, the Board of Education and school officials in Little Rock have taken deliberate and positive action. From the 1965-66 to the 1966-67 school years, the number of staff members who were assigned to positions in which persons of their race were in a minority was increased from eight to approximately 60. This obviously represents significant progress. Yet, it must be noted that of the 60 staff members who are working in schools in which persons of their race constitute a minority, 18 are itinerant specialists, none of whom is assigned to a single school.

The right of school boards to establish boundaries which determine the schools that students will be required to attend has generally been held to be implicit in their authority to set general policies regarding the operation of schools. Historically and traditionally, attendance area boundaries have been determined by boards of education in American schools on the basis of the proximity of a pupil's residence to a given school, with consideration given to such factors as the existence of natural and man-made barriers, the availability of transportation, and the pupil capacity of the school.

Thus, the "neighborhood school" concept, particularly at the elementary school level, has been widely accepted among American educators. The application of this concept has generally resulted in drawing boundaries around a given school and in requiring all pupils who live within the boundaries to attend that school. Until recent years, the major exception to this practice has occurred in the southeastern region of the United States, where an additional factor, race, has been applied in determining pupil assignments.

Prior to 1954, and to some extent subsequent to that time, practices regarding the assignment of students to attendance centers in the Little Rock School District have followed the pattern which was characteristic of the southeastern region. Through a series of events, however, those practices have been modified to the point that there are now no legal attendance boundaries within the school district boundaries of the Little Rock School District. Indeed, with the admission of students from Pulaski County to the Metropolitan High School, even school district boundaries are no longer rigidly adhered to in determining attendance at a given school.

The final step in eliminating legal attendance area boundaries in the Little Rock schools occurred with the adoption of the free-choice-of-school plan in 1966. As was indicated in the preceding section, under the free-choice plan any student in the district could choose to attend any school in the district, with only two limitations imposed: (1) in the event that individual choices should result in the overcrowding of any school, assignments were to be made on the basis of proximity of the residence of the students to that school, and (2) students were to be required to furnish their own transportation from their homes to the schools of their choice.

The net effect of this free-choice plan apparently has been the elimination of _de jure_ attendance area boundaries accompanied by the emergence of _de facto_ attendance area boundaries. That is to say that while students and their parents may choose the schools to be attended, those choices quite obviously are influenced by a number of factors, including the ability or inability of parents to transport students to the schools of their choice and the availability or unavailability of space at the schools chosen. It is almost certain, for example, that the lower economic status of the Negroes affects their ability to provide transportation to schools which would necessitate this provision if chosen. Furthermore, the housing patterns of the district are such that when proximity is used as the sole criterion for denying requests to enroll at over-crowded schools, such as Hall High School, it is inevitable that Negro students will become the first to be denied admission to predominantly white schools. The problem of overcrowding due to choice of schools tends not to occur in schools in Negro neighborhoods since they are not chosen by white pupils. It thus becomes apparent that the free-choice-of-school plan, as currently constituted, cannot alone satisfactorily resolve the problems.

## Integration and the Community

It is worthwhile to take note of the status of integration in the larger community of which the school system is a part. Data collected indicate that the city of Little Rock is freely open to both races. Overt discrimination in public accommodations, restaurants, hotels, public transportation and commercial establishments is no longer practiced. Rumors of isolated instances of covert discrimination persist but these cannot be documented. The persistence of the rumors would indicate the likelihood that upon some bases, perhaps extremely limited and specific, discrimination because of race may still occur. It is certainly no longer either an open or a widespread practice.

One area in which the practice of racial discrimination may still exist, again according to rumor, is in the application of economic sanctions. The majority of the Negro population is highly vulnerable to sanctions which reduce or eliminate opportunity for gainful employment. Employment and

Table 4

### OCCUPATION AND EMPLOYMENT CHARACTERISTICS
### LITTLE ROCK

| | Total | White Only | Non-White Only |
|---|---|---|---|
| **Occupation*** | | | |
| Total Employed, Male, 14 Yrs. Old and Over | 30,073 | 25,004 | 5,069 |
| Professional, Technical, Kindred | 3,838 | 3,569 | 269 |
| Mgrs., Officials and Proprietors | 5,188 | 5,094 | 94 |
| Clerical & Kindred | 2,644 | 2,398 | 246 |
| Sales | 3,252 | 3,220 | 32 |
| Craftsmen, Foremen & Kindred | 4,688 | 4,184 | 504 |
| Operatives & Kindred | 4,172 | 3,071 | 1,101 |
| Private Household Workers | 91 | 18 | 73 |
| Service Workers, ex. Priv. Household | 2,310 | 1,194 | 1,116 |
| Laborers, ex. Mine | 1,885 | 785 | 1,100 |
| Occ. not reported | 2,011 | 1,477 | 534 |
| **% Distribution of Employment** | | | |
| Total | 100.0% | 100.0% | 100.0% |
| Prof., Tech., & Kindred | 12.8 | 14.3 | 5.3 |
| Mgrs., Officials, & Proprietors | 17.3 | 20.4 | 1.9 |
| Clerical & Kindred | 8.8 | 9.6 | 4.8 |
| Sales | 10.8 | 12.9 | 0.6 |
| Craftsmen, Foremen & Kindred | 15.6 | 16.7 | 9.9 |
| Operatives & Kindred | 13.9 | 12.3 | 21.7 |
| Private Household Workers | 0.3 | 0.1 | 1.4 |
| Service Workers, ex. Priv. Household | 7.7 | 4.8 | 22.0 |
| Laborers, ex. Mine | 6.3 | 3.1 | 21.7 |
| Occ. not reported | 6.6 | 5.9 | 10.5 |
| **Employment** | | | |
| Total Male Pop. 14 Years Old and Over | 40,883 | 33,051 | 7,832 |
| No. in Civ. Labor Force | 31,098 | 25,778 | 5,320 |
| % in Civ. Labor Force | 76.1% | 78.0% | 67.9% |
| No. Employed | 30,073 | 25,004 | 5,069 |
| No. Unemployed | 1,025 | 774 | 251 |
| % Unemployed | 3.3% | 3.0% | 4.7% |
| Total Female Pop. 14 Years Old and Over | 49,711 | 39,830 | 9,881 |
| No. in Civ. Labor Force | 21,290 | 16,348 | 4,942 |
| % in Civ. Labor Force | 42.8% | 41.0% | 50.0% |
| No. Employed | 20,441 | 15,818 | 4,623 |
| No. Unemployed | 849 | 530 | 319 |
| % Unemployed | 4.0% | 3.2% | 6.5% |
| Total Labor Force--% Unemployed | 3.5%** | | |

---

*Some figures for employment are estimated.
**Down to approximately 2% in December, 1966.
Source: 1960 U.S. Census of Population.

### Table 5

## 1960 MEDIAN FAMILY INCOME
## LITTLE ROCK

| | All Families | | | White Families Only | | | Non-White Families | | |
|---|---|---|---|---|---|---|---|---|---|
| | Little Rock Only | Study Area Outside Little Rock | Total Study Area | Little Rock Only | Study Area Outside L.R. | Total Study Area | Little Rock Only | Study Area Out-side L.R. | Total Study Area |
| Income Range: | No. of families with income in range: | | | | | | | | |
| <1,000 | 1,365 | 179 | 1,544 | 716 | 137 | 853 | 649 | 42 | 691 |
| 1,000-1,999 | 2,358 | 231 | 2,589 | 1,254 | 178 | 1,432 | 1,104 | 53 | 1,157 |
| 2,000-2,999 | 3,229 | 385 | 3,614 | 1,924 | 321 | 2,245 | 1,305 | 64 | 1,369 |
| 3,000-3,999 | 3,307 | 457 | 3,764 | 2,284 | 420 | 2,704 | 1,023 | 37 | 1,060 |
| 4,000-4,999 | 3,078 | 656 | 3,734 | 2,537 | 635 | 3,172 | 541 | 21 | 562 |
| 5,000-5,999 | 2,845 | 689 | 3,534 | 2,508 | 669 | 3,177 | 337 | 20 | 357 |
| 6,000-6,999 | 2,655 | 581 | 3,236 | 2,475 | 575 | 3,050 | 180 | 6 | 186 |
| 7,000-7,999 | 2,004 | 465 | 2,469 | 1,879 | 464 | 2,343 | 125 | 1 | 126 |
| 8,000-8,999 | 1,690 | 274 | 1,964 | 1,566 | 273 | 1,839 | 124 | 1 | 125 |
| 9,000-9,999 | 1,384 | 176 | 1,560 | 1,313 | 171 | 1,484 | 71 | 5 | 76 |
| 10,000 or over | 4,092 | 459 | 4,551 | 4,025 | 459 | 4,484 | 67 | 0 | 67 |
| Median Family Income | 5,234 | 5,534 | 5,293 | 6,007 | 5,688 | 5,940 | 2,774 | 2,477 | 2,760 |
| No. of Families | 28,007 | 4,552 | 32,559 | 22,481 | 4,302 | 26,783 | 5,526 | 250 | 5,776 |

Source: 1960 U.S. Census of Population.

income data compiled from official U.S. Census data are provided in Tables 4 and 5 to illustrate this vulnerability.

If certain areas of expenditures--for example, housing--are considered, it is quite evident that a majority of the Negro population are severely restricted in range of choice of the housing quality which can be purchased. The economic differential is such as to render discrimination in regard to housing purchases relatively unnecessary even if desire to engage in discriminatory practices existed. With a median family income (1960) of $2,760, Negroes are largely excluded from the purchase of expensive homes by the low income factor alone. This figure is only slightly more than one-half the comparable income figure for white families.

Clear-cut differences also exist between the races in terms of occupations readily available and the percentage of unemployed members of the labor force. It should be noted that the extremely low unemployment rate in Little Rock in December, 1966, reported at 2 percent, may have largely abolished the latter difference. There is no question that a distinct differential exists between the races in regard to relative economic power.

## School Buildings

Another factor in the overall problem of achieving a reasonable degree of integration within the several schools stems from the fact that many school plants affording varying degrees of quality currently are in use in the district. The pattern of the development of the school plants in Little Rock is closely related to the growth patterns of the city, as modified by changing expectations for education through the years. The older buildings are typically multistory units, located upon very limited sites and in areas which are being encroached upon both by commercial developments and changes in major traffic routes. The areas served by these older attendance centers have also gradually been undergoing a transformation as the dwellings age and depreciate. Thus, not only has the accepted definition of an effective educational facility been altered over the life span of these school buildings, but the clientele now served also differs from that accommodated when the units were designed. It is not particularly surprising that, under these circumstances, several school facilities are no longer suited to the task.

Evidence is cited later in this report which substantiates the impression, gained initially from conversation with residents of Little Rock, that the city is and has been growing in a westerly direction. The new residential developments, and some new commercial enterprises, are being established in this portion of the city. The school district has attempted to keep pace with this growth by constructing school buildings as and wherever student concentrations reach a size warranting such provisions. Not all new school plant construction, but a substantial portion of it, has been accomplished in this part of the city. New school construction in the older areas of the city of Little Rock is the exception rather than the rule.

If the notion is accepted that the newer buildings represent a more accurate reflection of current educational thought and are thus more conducive to the accomplishment of instructional goals than are the older units, another factor is introduced into the total problem. How can a differential in educational effectiveness, no matter what the cause, be justified? Many children have no real option but to attend the older units, and any deficiency in the physical plant which reduces learning opportunity is a handicap. If this difficulty is to be overcome, some bold and imaginative action will be necessary.

The school buildings of Little Rock have essentially been planned as separate units, each provided in response to a specific need as it developed. In only two cases to date, have buildings housing two levels of educational attainment been placed upon substantially the same site. Otherwise, although only a few blocks may separate them, the buildings have been developed as individual units.

The Little Rock School District has heretofore been attempting to solve its school plant problems in the traditional manner, that is, by determining building needs through establishing the location of population concentrations and computing projections of growth. Under this method, areas already saturated with housing units are seen as unlikely to produce significant additional numbers of students while newly developing areas receive considerable attention. This is a very appropriate procedure in the standard school situation in which attendance area boundaries are fixed for each school building. However, the present Little Rock situation is not the usual school situation, since the free-choice-of-school plan allows students to attend schools anywhere in the district, as long as space is available. The assumption that students will all attend in the areas in which they reside is no longer tenable.

When the focal point of the problem is conceived as the provision of the best possible education for all students, it is obvious that certain contingent problems must be considered. For example, it is hardly likely that, all other things being equal, parents would choose to send their children to a substandard school facility if a good school plant were readily available. It might also be conjectured that such elements as the nature of the teaching staff, special educational programs, distance of the residence from school, and teacher/student ratios might be among those receiving parental attention. If fully comparable educational environments are available to children everywhere in the district, convenience of access might then become an important factor in the choices made.

This matter could be viewed from another perspective, namely, factors contributing to the imbalance in choices made. At some locations, present enrollments are such that overcrowding exists, while in other cases the opposite is true. In some instances, it has been necessary to draw attendance area lines since the choices have exceeded a unit's capacity. One factor may be the attractiveness of the building; a more probable one may be population growth in the immediate vicinity of the school. If this is the case, how much of this growth is attributable to qualities seen in the school unit?

Whether or not school buildings are to serve as real instructional tools has implications beyond their interior designs, site sizes, or the equipment supplied. The issue carries also the presumption that they must serve the larger educational program as well as those specific purposes related to academic disciplines. Buildings, then, become laboratories for life experiences and afford opportunity for formation of attitudes affecting individual performance far into the future. The location of a building becomes of prime importance in the sense of location from the standpoint of ready availability to as complete a cross section of the community as possible. This affords opportunity for a laboratory experience in human interaction as an adjunct to the more formalized educational program.

When the locations of school buildings in Little Rock are examined, it becomes apparent that they were placed in response to demonstrated needs of portions of the community. No serious consideration has been given to achieving a representative sample of the total population within the school units. This tends to produce an element of homogeneity within each attendance center in terms of experiential background, immediate goals, and aspirations for the future.

In the Little Rock School District, particular problems revolve about the location of the high school facilities. The original unit, Central High School, as its name implies is situated in a relatively central position in the entire district. Hall High School was built in a rapidly growing, economically elite area which is populated almost exclusively with whites, many of whom enjoy a better than average income level. Mann High School, by contrast, is located in an area populated largely by non-whites. Metropolitan High School, with a strongly vocational-technical orientation, serves both whites and non-whites but also enrolls students from other school districts. It thus constitutes a special case. By virtue of their locations, it was almost predictable that enrollments would be racially mixed at Central and Metropolitan, exclusively Negro at Mann, and almost exclusively white at Hall. A very basic problem is one of realignment of these established enrollment patterns.

Because of student response to the specialized courses available, Metropolitan High School is already crowded. Conversely, Mann High School has vacant classrooms. Hall High School is also crowded and, further, has had to limit enrollments on the basis of distance of student residence from the school.

At the junior high school level, some older and relatively inadequate units are in service. These buildings contrast sharply with the newer junior high school plants. The new junior high buildings suffer from the same drawback--location in distinct areas of the community--that obtains for high school buildings. Given their locations, it would be expected that Booker would enroll primarily Negro students and that Southwest, Henderson, and Forest Heights enrollments would be predominantly white. However, by the same token, racial mixing at both Dunbar and West Side would be expected, whereas this occurs only at the latter unit. Apparently, Dunbar is not selected as a school by white students.

The neighborhood school concept which has governed building placement in Little Rock is exemplified in the locations of the new junior high school units in the western portions of the district. These buildings lack easy accessibility to all but a very limited number of non-white students.

At this level, relatively greater dollar investment in recent school plant construction has been made. Nonetheless, at least two, and perhaps three, of the older junior high schools could reasonably be judged as having served the bulk of their useful lives and be subject to retirement with little financial loss.

The locations of schools at the elementary level are perhaps representative of the most complete adherence to the neighborhood school concept to be found in the district with the added dimension of some continuation of aftereffects from the former dual school system. Some schools appear to be seen by residents as "white" or "Negro" units in accordance with their former utilization, with resultant influence upon attendance choices by parents and pupils.

At this level, several outdated buildings are still in use, units that cannot appreciably further the operation of the educational program. However, even in the case of newer units, the investment in an elementary school plant is so much less than in a junior high school or a senior high school that greater planning latitude in regard to abandonment or retention of facilities exists at the elementary than at either of the other two levels.

## Financial Considerations

Action taken to develop a total educational system in the Little Rock schools and to eliminate a dual system of education must also be defensible in terms of improved educational opportunities for all. It can be argued, of course, that the mere fact that students of different races attend school together, and thus come to know each other as fellow humans rather than as classes of people, contributes to improved education. There are those that would say this argument is hardly sufficient of itself. Evidence does exist in the Coleman report,[1] however, that integration of races is one of the few variables within the control of school systems that results in improved educational opportunity and achievement. Improvement of educational programs is not accomplished without expenditure; thus it was deemed necessary to devote some attention to the present level of educational expenses carried by the Little Rock Schools.

---

[1] James S. Coleman, Equality of Educational Opportunity, U.S. Department of Health, Education, and Welfare, Washington, D.C., 1966.

To gain some insight into the effort that is now being made to support education in the Little Rock Schools, certain financial data were obtained. The first data to be presented appear in Table 6 and were taken from a study reported in the periodical, School Management. Included in the "region" column are data from Arkansas, Louisiana, Texas, and Oklahoma. Excluded from the figures reported are expenditures for transportation, capital outlay, and debt service. The pupil denominator is average daily attendance.

Although Little Rock has consistently spent more money per pupil in average daily attendance than have other schools in its region, it still lags behind the National Average in per pupil expenditures. Perhaps financial resources are such that this situation cannot easily be altered, but this makes general public awareness of the problem all the more imperative. School officials in Little Rock will need to inform the community of the district's relative position as increased expenditures to meet the problems are considered. Although additional funds from local taxes would probably require a vote of the people, considerable amounts of money are available through various federal sources, particularly funds to improve the education of the culturally and economically disadvantaged.

Further action to eliminate segregation and to improve the quality of the educational program will require additional expenditures for the construction and equipping of new buildings and changes in existing structures. The Little Rock School District could, with voter approval, incur indebtedness through the sale of bonds to a maximum amount of approximately $25.0 million. The district's current bonded indebtedness

## Table 6

## COMPARISON OF COST OF EDUCATION ON A PER PUPIL BASIS

| Year | Little Rock | Region | National |
|---|---|---|---|
| 1966-67* | $404 | $348 | $435 |
| 1965-66 | 378 | 325 | 395 |
| 1964-65 | 346 | 283 | 373 |
| 1963-64 | 325 | 278 | 352 |
| 1962-63 | 318 | 271 | 335 |
| 1961-62 | 277 | 265 | 315 |
| 1960-61 | 269 | 239 | 304 |
| 1959-60 | 261 | 220 | 292 |

*Estimates.

Source: School Management and district records.

is approximately $14.9 million, leaving a possible $10.1 million available for capital expenditures through the sale of additional bonds. Furthermore, the district now has available funds in excess of $1.0 million, a sum which has not been expended from a $4.4 million bond issue approved in 1965.

A summary of the bonds issued for school construction in the district during the period 1958-64, as shown in the 1966 report of the Metropolitan Area Planning Commission is presented in Table 7.

Table 7

DATES, AMOUNTS, AND PURPOSES OF PAST BOND ISSUES
LITTLE ROCK SCHOOL DISTRICT, 1958-64

1. Date of Issue - May 5, 1958
   Amount of Issue - $555,000
   Purpose - School Construction

2. Date of Issue - December 1, 1960
   Amount of Issue - $1,530,000
   Purpose - School Construction

3. Date of Issue - December 1, 1961
   Amount of Issue - $4,696,600
   Purpose - School Construction

4. Date of Issue - December 1, 1963
   Amount of Issue - $4,341,000
   Purpose - School Construction

| | |
|---|---|
| Total Issued, 1958-64 | $11,122,600 |

Source: Metropolitan Area Planning Commission.

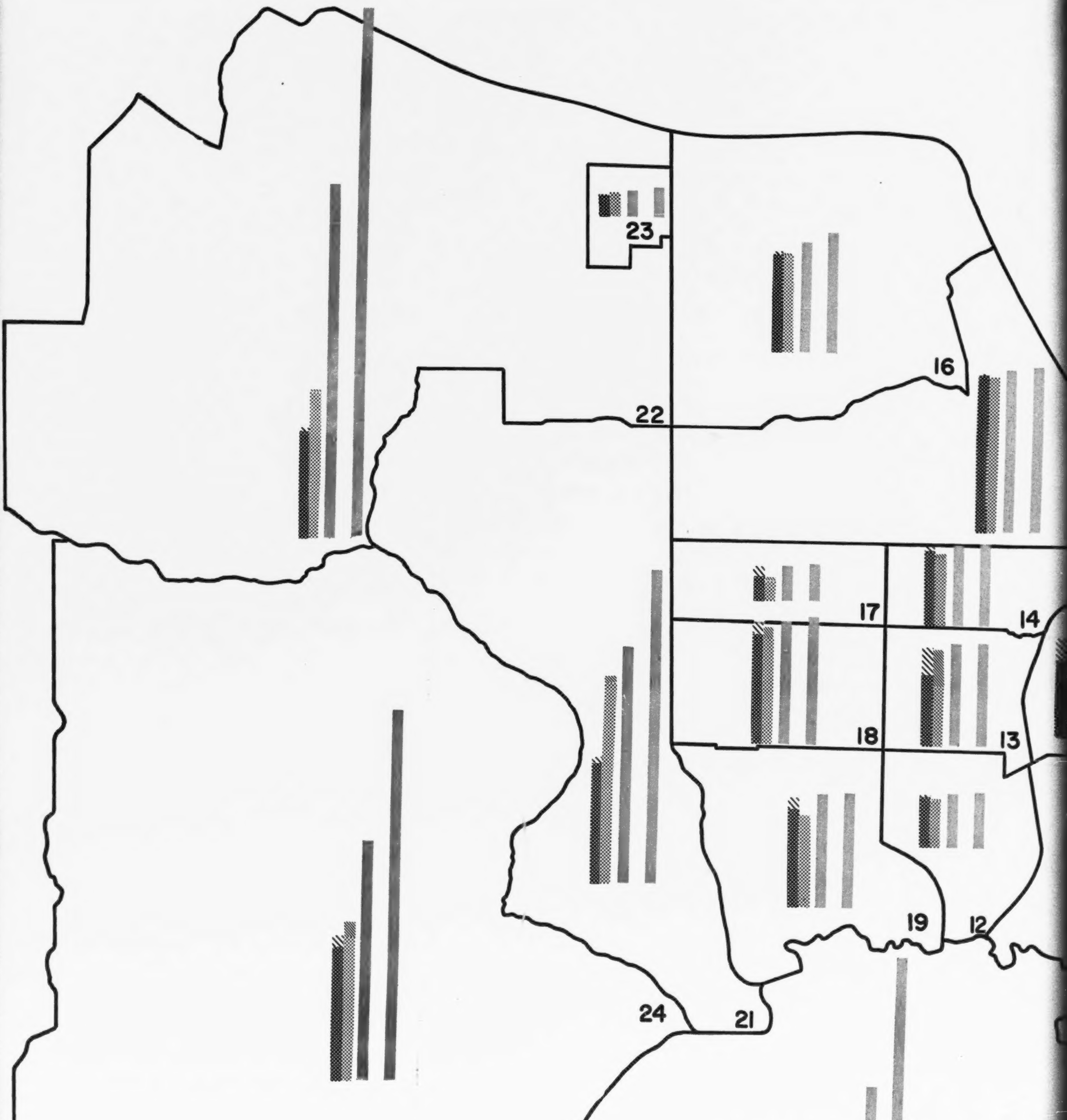
Any plan developed to further improve the instructional program must include a carefully specified and accurately designed fiscal plan before it is made operational. Although resources should not be the sole determinant of the specific structure of the educational plan, they should be recognized as possible limiting or delaying factors which will play a part in establishing the rapidity with which a plan can be executed.

## Population Patterns

Information about an area's total population, and also its distribution, are useful data as problems are studied and decisions are made. When trends over time can be determined, reasonable possibility exists for forecasting the future. In the case of the Little Rock School District, population data more extensive in nature than simply the number of students enrolled in the schools is of value. Change in the nature of the subcommunities comprising the larger Little Rock community has pertinence. Comparison of previous census data with population projections reveals something of the future for the city. When these data are placed upon a map of the area (Figure I), it becomes apparent that some census tracts--principally those in long-established areas--are already saturated and may experience an actual population reduction. Conversely, it may be anticipated that census tracts located in newly developing areas will experience substantial growth.

Part of the population loss of the older areas of the city can be attributed to urban renewal activity, as in the case of Census Tract Number Two. In situations of this kind, the residents are likely to relocate in other parts of the city. In other instances, the loss is more gradual in nature and stems from less widespread modifications in the subcommunity's pattern.

Shifts in the makeup of the population of a particular tract, that is, in the ratio of non-white to white residents, can also be identified as trends over a period of time. Again reference to Figure I will illustrate this point. Thus, this figure provides information pertinent to growth


23
16
22
17
14
18
13
19
12
24
21
20

SOURCES:

1960: U.S. CENSUS, CENSUS OF POPULATION & HOUSING, PHC (1)-80, TABLES P-1 & P-4
1964: U.S. CENSUS, SPECIAL CENSUS, 1964; SER. P-28, NO. 375
1970: & 1980: PULASKI CO. METRO. AREA PLANNING COMM.,
"POPULATION OF PULASKI CO. & SPECIAL DISTRICTS"

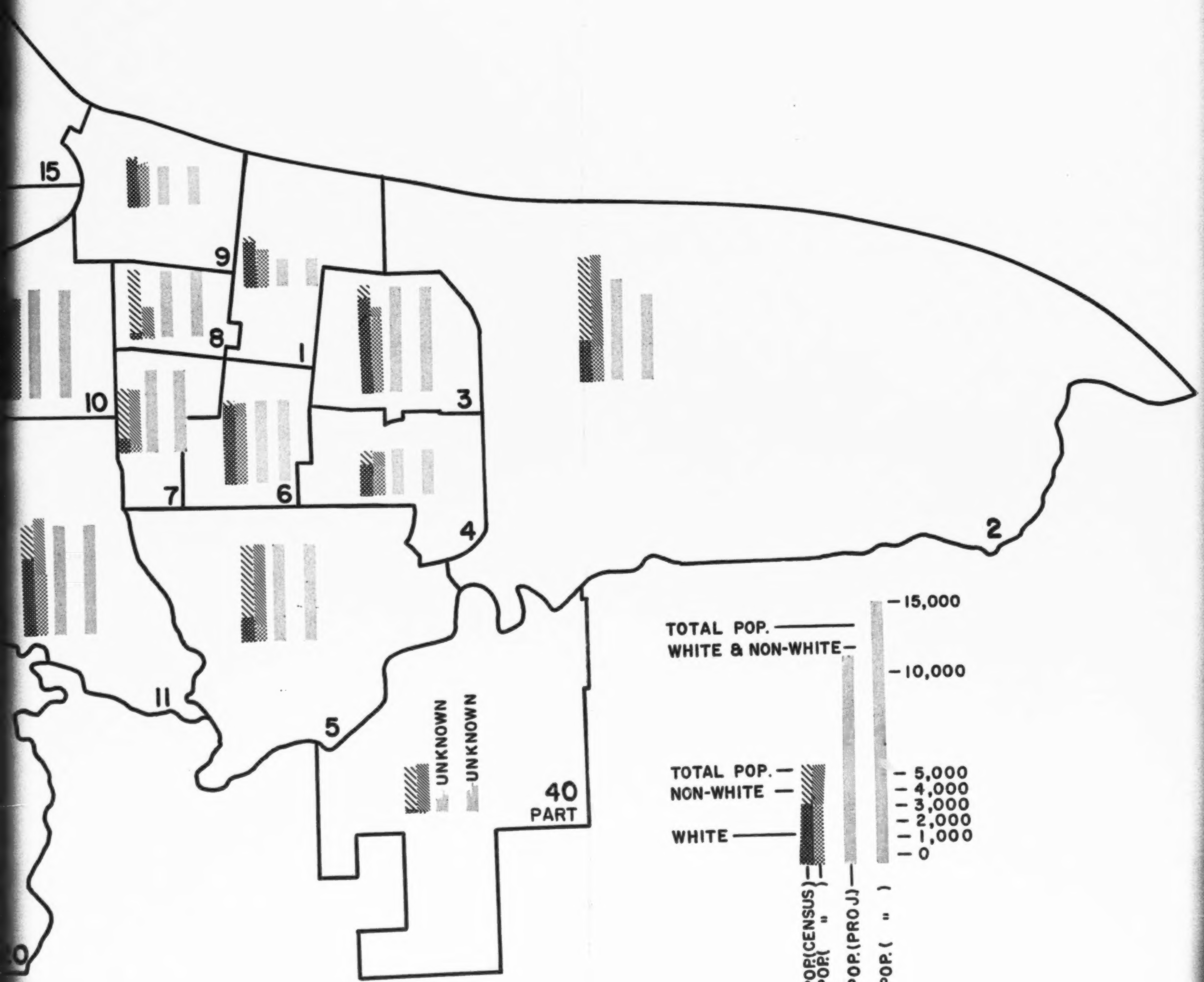

15
9
8
1
3
10
7
6
4
2
11
5
UNKNOWN
UNKNOWN
40
PART
20
TOTAL POP.
WHITE & NON-WHITE
TOTAL POP.
NON-WHITE
WHITE
-15,000
-10,000
- 5,000
- 4,000
- 3,000
- 2,000
- 1,000
- 0
1960 POP.(CENSUS)
1964 POP.( " )
1970 POP.(PROJ.)
1980 POP.( " )

Figure I
POPULATION TRENDS OF CENSUS TRACTS
LITTLE ROCK, ARK.

trends as well as to trends in the composition of the population comprising each of the census tracts.

It is not necessarily true that the racial composition of the total population of a given area is identical with that of the school-age population. Within areas in which the population is made up largely of older persons, the school-age racial distribution may differ greatly from that of the community at large. Consequently, Figure II is supplied depicting the racial distribution as well as the educational level attained by members of the school-age group as of 1964. The assumption is made that no marked change in relative distributions will have occurred in the intervening years.

The boundaries of the census tracts do not coincide exactly with the city limits nor with school district boundaries. For that matter, neither do city and school district boundaries coincide. However, the boundaries agree in many respects and are held to be sufficiently alike to allow generalization of the data to school district problems.

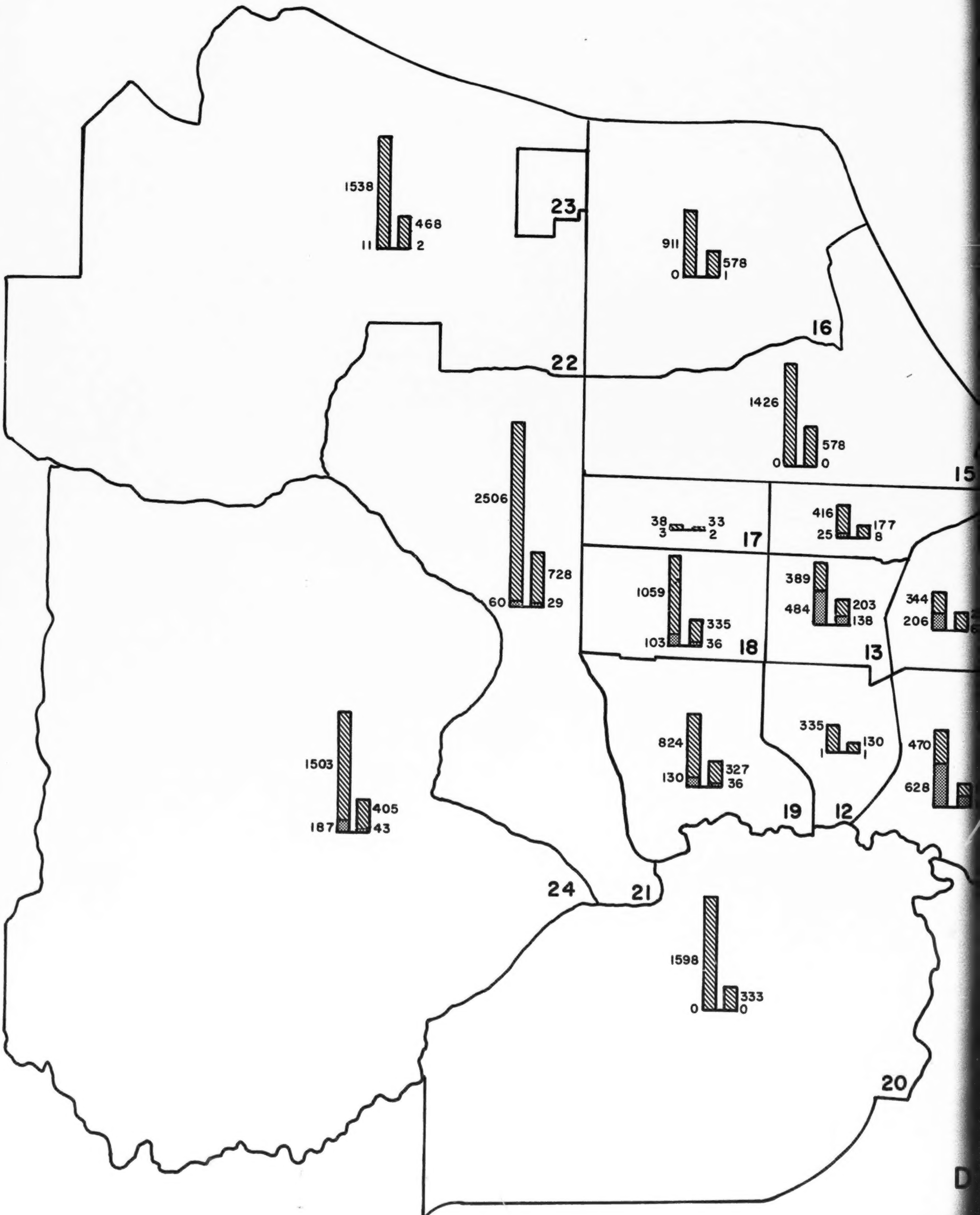
Thus, the city of Little Rock presents a picture of a growing and developing community with resultant alterations in neighborhood patterns and interrelationships. The situation is clearly not static but is rather mobile. The degree of mobility, as found in 1960 census data, is illustrated by Table 8, which underscores the degree of mobility found in the population. It is also worthy of note that approximately one-fifth of Little Rock's 1960 population had entered the county within the five-year period immediately preceding. Continuance of this trend would indicate the probability of a large number of relative newcomers now residing in the city and in the school district.

### Table 8

### POPULATION MOBILITY, 1955-1960
### LITTLE ROCK

| | White | Non-White | Total |
|---|---|---|---|
| Persons 5 years old and over, 1960 (within city of Little Rock) | 72,289 | 21,878 | 97,167 |
| Living in same house as in 1955 | 32,916 | 11,268 | 44,184 |
| Living in different house in central part of city in 1955 | 22,463 | 7,518 | 29,981 |
| Living in different house, other part of county in 1955 | 1,717 | 382 | 2,099 |
| Living in different house, outside of county in 1955 | 17,002 | 2,363 | 19,365 |
| Living abroad in 1955 | 361 | 35 | 396 |
| Not reporting | 830 | 312 | 1,142 |
| Percent of persons who migrated into county 1955-1960 | 24.29% | 11.11% | 20.57% |

Source: 1960 U.S. Census of Population--Tables P-1 and P-4.


1538
468
11
2
23
911
578
0
1
16
22
1426
578
0
0
15
2506
728
60
29
38
3
33
2
17
416
25
177
8
1059
103
335
36
18
389
484
203
138
344
206
13
824
130
327
36
335
1
130
1
470
628
19
12
1503
187
405
43
24
21
1598
0
333
0
20
D

**SUMMARY TOTALS**

| AGE GROUP | NON-WH. | WHITE | TOTAL |
|---|---|---|---|
| 6-14 | 5968 | 14793 | 20761 |
| 15-17 | 1550 | 5044 | 6594 |
| TOTAL | 7518 | 19837 | 27355 |

**SOURCE:**

U.S. CENSUS: SPECIAL CENSUS, 1964:
SERIES P-28, NO. 1375

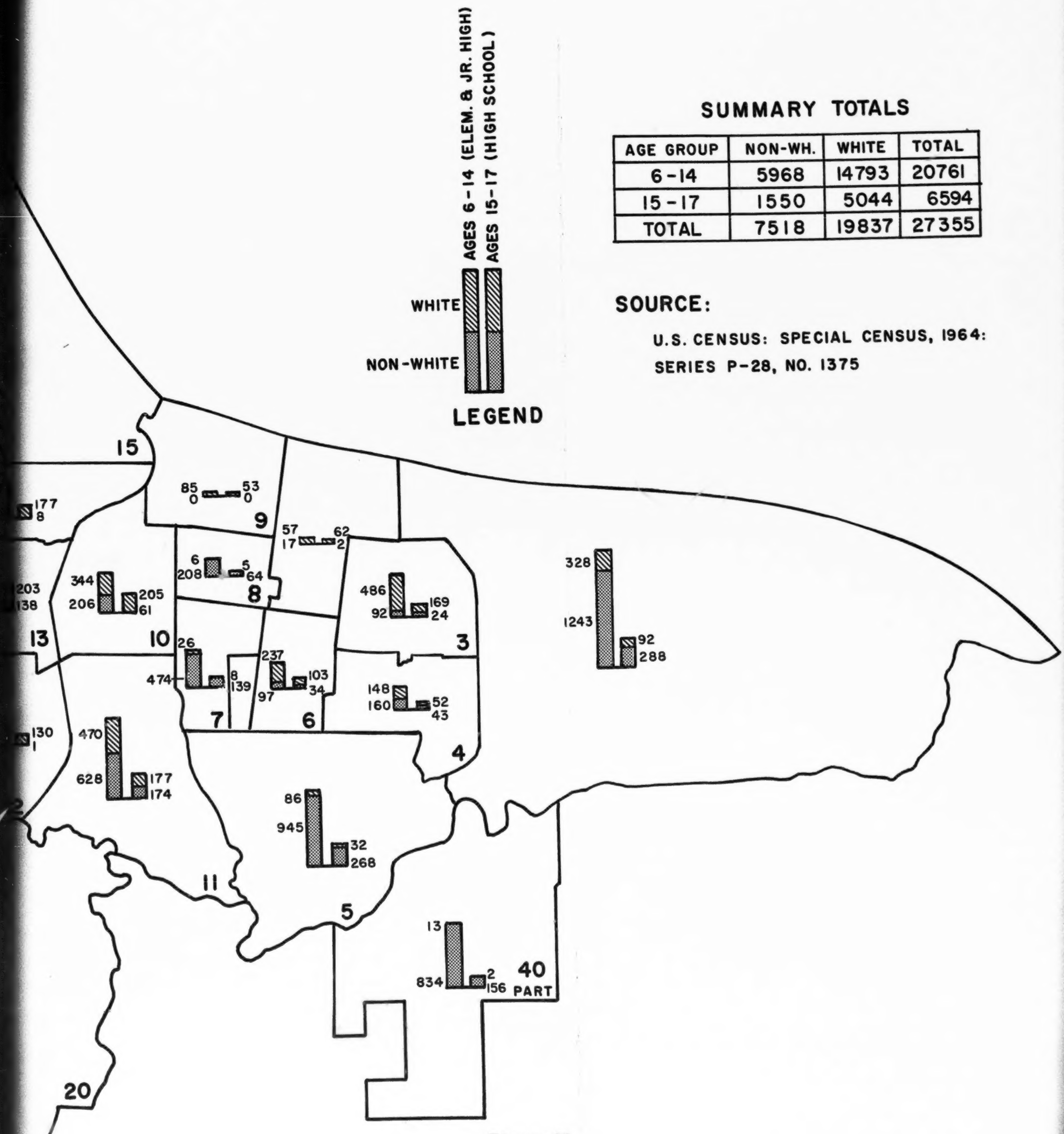

AGES 6-14 (ELEM. & JR. HIGH)
AGES 15-17 (HIGH SCHOOL)
WHITE
NON-WHITE
LEGEND
15
85 0 53 0
9
177 8
57 17 62 2
6 208 5 64
8
344 206 205 61
203 138
13
10
486 92 169 24
3
328 1243 92 288
26 474 8 139
7
237 97 103 34
6
148 160 52 43
4
130 1
470 628 177 174
2
86 945 32 268
11
5
13 834 2 156
40 PART
20

Figure II

DISTRIBUTION OF SCHOOL AGE GROUPS - 1964
BY CENSUS TRACT
LITTLE ROCK, ARK.

## Summary

This chapter has attempted to present an overview of the current situation in Little Rock with some attention to its historical antecedents. Selected factors which constitute aspects of the problem confronting the school system have been delineated and discussed. It is apparent that progress toward the goal of the elimination of a dual school system has been made. It is equally apparent that the substitution of a viable, integrated, high-quality educational system yet remains to be accomplished. Succeeding chapters will focus upon other facets of the basic problem.

# CHAPTER II

## PERCEPTIONS AND ATTITUDES

Financial ability of the Little Rock School District, population data, enrollment figures, level of income and similar information are all realities bearing implications for the resolution of the district's educational problems. No less real, although more difficult to measure, are the dimensions of the emotional climate of the community, the attitudinal environment within which the school system is operated. Although the district is a legal entity, it does not exist in a state of complete isolation and cannot avoid devoting attention to the perceptions of the people within its boundaries.

By extension of the same argument, the impact of occurrences upon the educational scene anywhere within the United States cannot be completely discounted. As other regions or districts struggle with problems similar to those of Little Rock, various solutions are devised, examined, and attempted. The results of these efforts are of some significance to Little Rock.

On a slightly smaller scale, events transpiring within the state of Arkansas are of consequence to the district. The particular tenor of the times, the current attitude toward education generally, the financial resources made available to districts from the state level are all pertinent to the district's plans. As the school district with the largest number of pupils in the state, located in the county with the greatest population, Little Rock occupies a position of high visibility. Action taken in this district must affect other districts in the state. A leadership position is always subject to some uncertainty, and in this setting Little Rock must be considered a leader.

Focusing upon a still smaller area, Little Rock is one of three school districts in Pulaski County. While the largest of the three, some 27,000 children according to the 1966 school census,[1] Little Rock is not much larger than Pulaski County Special School District with slightly more than 23,000 children enumerated. North Little Rock, while not as large as either of the others, is still, with well above 13,000 children, not a small school district.

With the limitations upon human and financial resources, the focus for this study has been upon Little Rock School District, excluding these other areas from consideration. Nonetheless, it is well to recognize that the district does exist within a socio-political system and does not have absolute freedom of decision.

Even though the study did not undertake to examine the emotional climate beyond the bounds of the Little Rock School District, it is pertinent to note a few general observations.

At the state level, a new administration has taken office and has announced strong support for education at all levels. If this develops into a commitment by the state to make increased financial resources available, without also increasing state control of local schools, the outlook for substantial improvement in educational programs is favorable. It is too early to predict whether or not this will occur. Even so, statements supporting the educational endeavor are of some value without added state level financial involvement.

At the county level there are also indications that the problems with which Little Rock is grappling are not peculiar to that district alone. For example, the school census data cited above show that while Little Rock's population is 30.8 percent Negro, both North Little Rock and Pulaski County districts also have sizable concentrations of Negroes representing 21.6 percent and 20.6 percent of the population respectively. It would be strange, indeed, if educational problems existed only in the Little Rock School District.

---

[1] Data from 1966 School Census for the State of Arkansas, Arkansas Department of Education.

Other indicators are the past annexations to Little Rock District, as various concentrations of population have initiated action to join the system. Recent action by the school district evidences some reluctance to continue this piecemeal annexation, emphasizing the need for an area examination of educational opportunity rather than a single-district examination.

Still further, some effort has been exerted to study the matter of reorganization of school districts in Pulaski County. The report of the Metropolitan Area Planning Commission, published in May, 1966, was concerned with the financial aspects of consolidation of the three existing school districts into one. The material presented indicates that formation of such a district would somewhat increase the tax rate for Little Rock. Further, it showed that provision of equivalent service levels while retaining the present district organization would place a substantially increased tax burden upon the Pulaski County and North Little Rock Districts. From a strictly financial and short-range standpoint, it is to the advantage of Little Rock to avoid consolidation and to the advantage of the other two districts to achieve it.

Similar findings are contained in the preliminary plan for reorganization prepared and presented by the Pulaski County School Study Committee. This committee did take the position that all of Pulaski County is essentially one large metropolitan area and consequently recommended the formation of one school district to serve the educational needs of the area, thus allowing for planning upon a broader geographical base.

The real area of emphasis, for purposes of this report, was the school district of Little Rock. It was planned to examine in some depth the perceptions of and attitudes toward school integration as exemplified within two segments of the population. These groups were identified as (1) community leaders influential in educational matters and (2) professional staff members of the school district. Support of each of these groups, or at least the absence of active opposition, is necessary to the successful implementation of any educational proposal.

## Community Leadership and the Schools

In any community there are people who are influential. Their power may be based on wealth, political strength, family lineage, or any one of a number of other things. In seeking to do such things as raise money for a community chest, manage election to political office, bring about a change in zoning ordinances, or promote changes in the school system, one may have to call upon influential members of the community for assistance.

Little Rock, like other communities, has local influentials, people who are more powerful than others, people whom one should consult if one wishes to accomplish anything.

The Bureau of Educational Research, in drawing up its plan for the Little Rock School System, had to address itself to the problem of the implementation of plans developed for or by the school system. In so doing, some attention had to be given to the matter of power and influence in Little Rock. It was realized that the successful implementation of any plan hinged, in large part, on the attitude of community influentials toward it.

The following questions guided this phase of the inquiry:

1. In terms of education, who are the community influentials?[2]
2. What values and objectives do these influentials hold with regard to the school system? In other words, what do they want? What objectives do they hold with regard to school desegregation? Relative to other goals, where does desegregation fall?[3] Given their values, of what range of strategic alternatives are they aware? For example, if an influential is in favor of school desegregation, with what approaches to promoting it is he familiar?
3. Through what means do the influentials exercise their influence? Do they act primarily via ad hoc committees? Do they hold political office, or do they act through those persons who do hold office?
4. How can the influentials be most effectively mobilized to bring about the implementation of plans for improving the educational system?

---

[2] There are a number of terms used in the literature to describe important community decision-makers, the most common being "the power structure," "the power elites," or simply "the elites." As these terms have come to be used in partisan political debate and have acquired perjorative overtones, we refrain from using them, referring to important movers and doers simply as "influentials."

[3] There are a number of possibilities in terms of the scope of a person's influence. It may extend into a number of areas, as was the case with the X family described by Lynd and Lynd in Middletown, or it may be specific to a particular area. The focus of this phase was upon persons able to affect educational policy, recognizing that they might have influence in a number of other areas. Whether a problem is considered in analytic or in strategic terms, the difference between these two kinds of influence is important. Specialization of influence implies a diffuse distribution of power; diffusion of influence over a wide area by the same persons implies an oligarchic system.

## Methods

A modified version of Floyd Hunter's reputational technique was used in gathering the data. From a perusal of newspapers, magazines, and books on Little Rock, a list of names of persons who had been, seemed to be, or might be influential in terms of education developed. There were 43 names on this list.

A panel of judges was selected, made up of persons who were long-time residents of the community and who, for various reasons, would be expected to possess knowledge sufficient to identify the influentials in educational matters. Each judge was asked to evaluate each individual upon the basis of influence in school affairs, position on integration and location of influence, as well as to add to the list any names which should be included.

On the basis of the responses, the list was reduced to 15 persons for whom there was a high degree of consensus. Eleven of these influentials were interviewed in sessions lasting one to three hours.

Including judges and influentials, the persons interviewed fell into the following categories: school board members, past and present; school district administrative personnel; members of the downtown business community; elected state and national political figures; and members of a variety of community organizations such as the P.T.A. and the NAACP.

A mass of documentary material was studied, allowing placement of the responses of the influentials in historical and political context.

The problem of generalization had to be dealt with. Since the distribution of power in Little Rock and how this affects the school system were the focal points, there were at least two kinds of data that might allow such action, (1) firsthand observations, or (2) verbal reports from knowledgeable people about what situations now exist and what has happened previously. Obviously, firsthand observation was precluded. Reliance upon the verbal reports of others thus became necessary. Two factors facilitated generalization from this verbal evidence. First, our informants were likely to be highly knowledgeable with regard to power, influence, and school affairs. Second, where several respondents concurred, despite different positions in the power constellation and somewhat different values and goals in regard to school issues, a high degree of reliability could be attached to their responses.

## Power and Influence in Little Rock

The analytic model used in ordering the data may be briefly described. The manner in which decisions affecting the school system were made was a primary concern. The assumption was that these decisions were largely a consequence of the interaction of various special interest groups. These groups--some inside the school system and some outside--seek to promote their ends in competition with each other. The direction of decisions in the school system may thus be seen as a consequence of the relative amount of power enjoyed by a given interest group or coalition of interest groups. Analytically, the concern is with the values and goals of the relevant interest groups, with their power resources, and with the strategies they use in seeking to realize their ends.

This model constitutes, in essence, a series of hypotheses concerning the dynamics of power in a community. These hypotheses are then tested against the data gathered and, if found wanting, are discarded. For example, the power of the downtown business community in school affairs, as compared to other groups, was initially vastly overestimated. On the basis of the data gathered, remarks about their role in school affairs were reformulated.

Communities vary with regard to the complexity of their power systems. In Atlanta, Hunter identified several strata, including top level influentials and several groups at the intermediary levels of power. Lynd and Lynd, looking at Muncie, Indiana, found a single all-powerful family running community affairs. In New Haven, Dahl identified several more or less evenly balanced power blocs.

In Little Rock the power configuration is complex. There is no single dominant group; rather, existence of a number of pressure groups whose influence varies from situation to situation was identified. The following three groups were found to play a major role in the fortunes of the school system:

Elements of the downtown business community. In this category are found the commercial elites rather than small merchants. Many are members of the Little Rock Club, a body whose membership seems to be made up in large part of the economically and socially prominent. Varying segments of the business community have somewhat different interests in the school system.

Liberal pressure groups. Here are the liberal middle- and upper-class women. These women first became active in the politics of the school system when they formed to oppose the closing of Little Rock's high schools. They have since shifted their focus to raising the quality of education within the system and to promoting a more rapid pace of integration. Here also are members of the Negro middle class. These people have from the beginning formulated and articulated the demands of the Negro community.

__The upper echelons of the school administration.__ This group seems to have played a curiously ambiguous role in regard to desegregation.

There are a number of groups which might be expected to play a role but which currently do not. One would be the poor whites. They have been politically inert since 1960 when the schools were reopened on an integrated basis. Three years of mob action and feverish support of Governor Faubus culminated in defeat and seems to have left them politically dispirited.

One respondent commented that:

> Those who feel that it (school desegregation) has gone beyond what it should, have been strangely quiet if, indeed, they exist at all, and I really feel that probably they do. In fact, I have sufficient evidence to support the fact that there are some of these people; how many there are I have no idea. But they have been rather quiet.

Poor Negroes have also been politically sluggish, though not quite so inert as poor whites.

Despite having a number of organizations which might have served as vehicles for the expression of opinion, school teachers have also been nonvocal on the desegregation issue. Individual teachers have been active in various groups, but the profession __qua__ profession has not.

The characteristics and interests of the influential groups may well vary with resulting differences in the particular problems with which they will choose to concern themselves. In the case of the business community, the dominant interests of the downtown business elite lie in maintaining an atmosphere favorable to business. They are interested in school issues principally as they support a prosperous community. The public school system is relevant in two ways; first, a good school system is part of the bait in luring industry to Little Rock. Technical and professional personnel are not going to relocate in a community in which their children would have to go to inferior schools. Second, peaceful integration prevents industry from being frightened away from the city by the specter of riots and continual turmoil.

Apparently, most of the downtown businessmen may be classed as moderate segregationists. They were reared at a time when segregation was taken for granted, when it was regarded as part of the natural order of things. They do not now seem to be committed to it ideologically or morally, and are willing to accommodate themselves to whatever degree of integration is necessary to prevent the kind of public turmoil which would damage their business interests.

A small number of businessmen are more accurately described as highly committed segregationists and a small number as integrationists, but most are moderate segregationists.

To understand the goals and strategy of the business community it is necessary to understand the effects upon it of the Central High School crisis of 1957-1960. These may be detailed as follows:

1. Every year from 1950 through 1957 industrial plants located in Little Rock. In the first nine months of 1957, eight located there. The crisis began in September, 1957, and in the years 1958 and 1959 no new plants located in the city.
2. By the end of 1958 there had been a 7 percent decline in effective buying income in Little Rock, whereas in the United States as a whole, for the same period, there had been a rise of 2 percent. In the state of Arkansas outside of Little Rock, there was a rise of 6 percent.

3. During the summer of 1959 there were 20 percent more rental vacancies than had existed during the summer of 1958. An agency handling tourist inquiries reported 50 percent fewer inquiries for the first eight months of 1959 than had been received during the corresponding period for 1958.

The crisis, capped by the closing of the city's high schools, resulted, then, in a major loss of ground for business. All actions of the business community with regard to the schools seem to have been influenced by memory of that traumatic period. The economic body blow resulted in the mobilization of the business community to bring about a solution to the problem. The business community had remained silent when the governor's action in the fall of 1957 precipitated the crisis. The rapid economic decline altered this position.

The consensus of community knowledgeables with regard to the business community may be summed up as follows:

1. The business community is committed primarily to the maintenance of a climate which is favorable to business, and is willing to accommodate itself to that minimum of integration which will allow this.
2. Members have tried to make their influence felt through the formal political system by backing candidates for the school board. Beyond this, they have sought to involve the superintendent of schools in their own social clubs.
3. The power the members exercised from the late 50's through the early 60's was largely by default. That is, they were

not numerically preponderant, nor did they necessarily represent the majority point of view, but rather were organized and active while other segments of the community were not. When other groups have mobilized themselves, they have been able to prevail in matters such as school board elections.

4. At the present time the most pressing problem facing schools and education relates to real estate. The real estate industry seems to be burgeoning. As new developments are opened up, one inducement to prospective buyers is new and good schools. Real estate interests are concerned with the locations of schools. In practice, any new schools serving these new areas are segregated. One cannot say in fairness that the real estate people seek to create segregated schools, but by pursuing their economic interests, they may be instrumental in causing this result.

The liberal pressure groups in the community include SCOPE (the Special Committee on Public Education), the Arkansas Council on Human Relations, COCOA (the Council on Community Affairs), and NAACP (the National Association for the Advancement of Colored People). The membership of these groups, at least insofar as those who are active and in leadership positions are concerned, is made up mostly of middle-class Negroes and members of the white middle and upper classes. There is a high degree of overlap in membership.

The liberal pressure groups are interested in the schools qua schools and not as they happen to bear on some other interest. Three issues seem to occupy most of their attention, (1) increased financial support for the public school system, (2) school consolidation, and (3) desegregation.

There seems to have been an increasing consolidation of forces by the community's liberals over a period of time. When the school crisis started in 1957, the only vocal and active opponent of the dual school system was the NAACP. Except for scattered support here and there from white ministers, there was no affirmative response from the community's white population. The closing of the high schools in 1958 set change in motion. It directly affected wide segments of the white community and began to form a coherent bloc in opposition to Governor Faubus and the segregationists. A number of the women now active in liberal pressure groups indicated that they first became active in the Women's Emergency Committee when the schools were closed. This body was formed to seek reopening of the schools and seems to have had a membership made up in part of moderate segregationists who felt that school closing was an excessive and unwarranted act, and in part of integrationists who previously had been inactive.

The effort by the school board in 1959 to fire a number of teachers and principals who were regarded as integrationists resulted in a recall election in an effort to unseat the three segregationist members of the board. The effort was successful and represented the first victory of the white moderates and liberals. Subsequently, the moderates and liberals split, the liberals remaining active in groups such as SCOPE and the moderates holding to a position for that amount of integration necessary to satisfy the law, but very little more.

The pertinent data on the liberal pressure groups may be summed up as follows:

1. The goals of these groups differ from those of the downtown business elites. They have, as groups, formulated specific goals with regard to the school system, whereas the business community has certain values which they hope will be reflected in school policies but which they have not formulated as a program for the district.
2. The base of support of the liberal groups is narrow. As for the activists, they are drawn most heavily from the Negro middle class and from women in the middle and upper classes. In terms of potential support on any given issue, such as a school board election, they can probably count on the Negro community, some percentage of middle-and upper-class white populations, plus a scattering of ministers, trade union officials, and the like. They seem to be completely estranged from the poor white population.
3. As to goals, the liberals seek both to improve the school system and to further desegregation. Despite a high degree of interaction on the part of the liberals--they meet to talk to each other constantly--there is little consensus in concrete terms concerning how these objectives are to be accomplished.
4. Tactically, the liberals have operated both through the formal system and through use of pressure. They have over the years managed to elect enough people to the school board to create a liberal majority. Their success at this strategy has been partly

the result of a characteristic of American politics. Voter turnout for events like school board elections is always low. Therefore, if a group mobilizes its supporters, it stands a fair chance of electoral success even though failing to represent the sentiments of the majority of the population. The liberals, through mobilizing the Negro community and capitalizing on what backing they have from middle- and upper-class whites, have managed to elect people to the board which may not actually be representative of the community at large.

In terms of pressure, the liberals have been persistent petitioners at school board meetings. They are also insistent letter writers, informing the superintendent of schools and the school board of a whole range of requests and complaints.

In terms of the scope of their influence, the effectiveness of the liberals has been impressive considering the small numbers they represent.

## The Upper Echelons of the School Administration

The influence of persons in the school administration ranks derives from two sources. First, they have formal decision-making responsibility in a number of matters bearing on the day-to-day operation of the school system. Second, on most issues they are able to suggest alternative solutions since they possess status resulting from their college degrees and their ability to exercise expertise, whereas those with whom they deal are laymen.

The role of the school administration in matters bearing on desegregation has changed over time. In the very early stages, the administration seems to have followed the lead of the more conservative interests in the community, attempting to effect only the minimum of integration legally necessary. Following the defeat of the segregationists and the reopening of the schools, there was an interim period in which the administration appears to have been unable to effect desegregation. In recent years, the administration's role has become somewhat less ambiguous in regard to this issue.

The superintendent is seen by all as being willing to accommodate himself to more integration, although there are disagreements with regard to his degree of fervor. Basically, the moderate to liberal members of the business community see him as committed in a "responsible" way; the more militant liberals see him as a retarding force.

The administration is responsive to the pressures which are put upon it. At the present time most pressure emanates from liberals; therefore, there have been efforts made to develop an approach and programs which will facilitate desegregation.

In strategic terms the administration is influential in that it can "legitimate" a program in terms of educational objectives; that is, it can place a stamp of approval on an approach to desegregation by suggesting that it is desirable educationally in addition to being beneficial in other ways, thus making public acceptance somewhat easier to achieve.

During the course of the interviews, an attempt was made to determine the range of alternative approaches to desegregation with which the influentials are familiar and to discover their reactions to each. No agreement upon any one approach as most desirable was found, the greatest consensus being achieved in respect to alternatives that were generalized rather than clearly specified. Greatest agreement was found at the abstract level, much less when approaches were described in more concrete terms. It is apparently most accurate to state that, at this time, no approach carries a high degree of favor and commitment from any group of influentials.

## Perceptions of the Professional Staff

This portion of the report is based upon data gathered during 120 structured interviews with selected staff members. An additional 17 informal but focused interviews, some with persons outside the professional staff ranks, were conducted to gain perspective. These interviews were conducted in all four senior high schools, all seven junior high schools, and ten of the elementary schools. In each school unit, effort was made to interview the principal, a representative of the Classroom Teacher's Association, an outstanding teacher of the principal's choice, an individual with guidance and counseling responsibilities, and teachers of the race in the minority in the staff at that unit. Inthe interest of conserving time and reducing costs, the superintendent was requested to select the 10 elementary schools (of the 31 in the district) to be visited by the team. Certain criteria calculated to provide a cross-section of school environments were specified as guides for his choice. Table 9 details the staff members sampled and lists the schools involved.

While it is recognized that the sample is not random in a statistical sense, it is a stratified sample based upon criteria deemed especially important. The intent was to achieve a cross-section of the staff rather than a sample for statistical treatment. Table 10 indicates something of the degree of success achieved in realizing this goal.

## Table 9

## STAFF INTERVIEW SAMPLE BY SCHOOL
## LITTLE ROCK

| School | Staff by Race<br>White | Negro |
|---|---|---|
| Central High School | 4 | 2 |
| Hall High School | 8 | 1 |
| Mann High School | 2 | 3 |
| Metropolitan High School | 5 | 2 |
| Booker Junior High School |  | 4 |
| Dunbar Junior High School | 1 | 4 |
| Forest Heights Junior High School | 8 |  |
| Henderson Junior High School | 6 |  |
| Pulaski Heights Junior High School | 5 | 1 |
| Southwest Junior High School | 4 |  |
| West Side Junior High School | 8 | 1 |
| Centennial Elementary School | 6 |  |
| Forest Park Elementary School | 5 | 1 |
| Granite Mountain Elementary School | 1 | 6 |
| Mitchell Elementary School | 4 | 1 |
| Oakhurst Elementary School | 4 |  |
| Rightsell Elementary School | 1 | 3 |
| Stephens Elementary School |  | 5 |
| Terry Elementary School | 4 | 1 |
| Williams Elementary School | 4 | 1 |
| Wilson Elementary School | 4 |  |
| Total | 84 | 36 |

Table 10

## BASIC INFORMATION RELEVANT TO THE STAFF SAMPLE--LITT

| Type of Position Held[a] | | | | | Level of Position[b] | | | | | Sex[c] | | Race[d] | | Age[e] | | | | | Marital Status[f] | | Years of Experience (Total)[g] | | | | Years ienc R | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 1 | 2 | 3 | 4 | 1 | 2 |
| 90 | | | | | 16 | 23 | 30 | 20 | 1 | 17 | 73 | 59 | 31 | 14 | 8 | 23 | 19 | 26 | 76 | 14 | 24 | 29 | 15 | 22 | 31 | 3 |
| | 17 | | | | | | 5 | 2 | 10 | 10 | 7 | 13 | 4 | | | 2 | 8 | 7 | 16 | 1 | | 5 | 6 | 6 | 1 | 9 |
| | | 10 | | | | | 7 | 3 | | 2 | 8 | 9 | 1 | | | 1 | 4 | 5 | 8 | 2 | | 3 | 1 | 6 | 2 | 5 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 3 | | | | 2 | 1 | 2 | 1 | 3 | | | | 2 | 1 | | 3 | | 1 | 2 | | | 3 | |
| | | | | | 16 | | | | | | 16 | 7 | 9 | 2 | 1 | 5 | 4 | 4 | 15 | 1 | 2 | 8 | 4 | 2 | 4 | 10 |
| | | | | | | 23 | | | | 1 | 22 | 17 | 6 | 2 | 1 | 7 | 3 | 10 | 14 | 9 | 4 | 6 | 5 | 8 | 6 | 9 |
| | | | | | | | 42 | | | 14 | 28 | 32 | 10 | 3 | 3 | 9 | 12 | 15 | 39 | 3 | 6 | 15 | 8 | 13 | 9 | 21 |
| | | | | | | | | 27 | | 13 | 14 | 19 | 8 | 7 | 3 | 4 | 9 | 4 | 24 | 3 | 11 | 8 | 2 | 6 | 15 | 7 |
| | | | | | | | | | 12 | 3 | 9 | 9 | 3 | | | 3 | 4 | 5 | 11 | 1 | 2 | 2 | 3 | 5 | 3 | 4 |
| | | | | | | | | | | 31 | | 25 | 6 | 2 | 4 | 10 | 12 | 3 | 26 | 5 | 8 | 15 | 5 | 3 | 11 | 18 |
| | | | | | | | | | | | 89 | 59 | 30 | 12 | 4 | 18 | 20 | 35 | 77 | 12 | 17 | 24 | 17 | 31 | 26 | 33 |
| | | | | | | | | | | | | 84 | | 11 | 4 | 15 | 23 | 31 | 70 | 14 | 19 | 29 | 12 | 24 | 26 | 37 |
| | | | | | | | | | | | | | 36 | 3 | 4 | 13 | 9 | 7 | 33 | 3 | 6 | 10 | 10 | 10 | 11 | 14 |
| | | | | | | | | | | | | | | 14 | | | | | 12 | 2 | 13 | 1 | | | 13 | 1 |
| | | | | | | | | | | | | | | | 8 | | | | 7 | 1 | 6 | 2 | | | 7 | 1 |
| | | | | | | | | | | | | | | | | 28 | | | 24 | 4 | 5 | 20 | 3 | | 13 | 15 |
| | | | | | | | | | | | | | | | | | 32 | | 28 | 4 | 1 | 12 | 10 | 9 | 4 | 22 |
| | | | | | | | | | | | | | | | | | | 38 | 32 | 6 | | 4 | 9 | 25 | 1 | 11 |
| | | | | | | | | | | | | | | | | | | | 103 | | 22 | 35 | 20 | 26 | 34 | 44 |
| | | | | | | | | | | | | | | | | | | | | 17 | 3 | 4 | 2 | 8 | 3 | 7 |
| | | | | | | | | | | | | | | | | | | | | | 25 | | | | 25 | |
| | | | | | | | | | | | | | | | | | | | | | | 39 | | | 8 | 31 |
| | | | | | | | | | | | | | | | | | | | | | | | 22 | | 3 | 12 |
| | | | | | | | | | | | | | | | | | | | | | | | | 34 | 1 | 8 |
| | | | | | | | | | | | | | | | | | | | | | | | | | 37 | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | 51 |

a. Type of position held
(More than 50%)
(1) Classroom teacher
(2) Administrator
(3) Counseling
(4) Special education
(5) Other

b. Level of position
(1) Primary
(2) Intermediate
(3) Junior High School
(4) Senior High School
(5) Other (essentially Administrators)

c. Sex
(1) Male
(2) Female

d. Race
(1) Caucasian
(2) Negro

e. Age
(1) 20-25
(2) 26-30
(3) 31-40
(4) 41-50
(5) 51 and above

f. Marital Status
(1) Married (or have been)
(2) Single

g. Years of experience (total)
(1) 0-5
(2) 6-15
(3) 16-25
(4) 26 and above

h. Years of experience (Little Rock)
(1) 0-5
(2) 6-15
(3) 16-25
(4) 26 and above

i. Degree (highest)
(1) less than B.A.
(2) B.A.
(3) M.A.

j. CTA Representative
(1) Yes
(2) No

k. Racial composition of school
(by approximate percentage)
(1) All or nearly all Negro (90% or more)
(2) All or nearly all white (90% or more)
(3) Majority Negro (66% to 90%)
(4) Majority white (66% to 90%)
(5) About equal (33% to 66%)

Table 10

ION RELEVANT TO THE STAFF SAMPLE--LITTLE ROCK

| | | Marital Status[f] | | Years of Experience (Total)[g] | | | | Years of Experience (Little Rock)[h] | | | | Degree (Highest)[i] | | | CTA Rep.[j] | | Racial Composition of School[k] | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 5 | 1 | 2 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | Yes | No | 1 | 2 | 3 | 4 | 5 | | |
| 19 | 26 | 76 | 14 | 24 | 29 | 15 | 22 | 31 | 37 | 16 | 6 | | 38 | 52 | 21 | 69 | 23 | 42 | | 21 | 4 | 1 | Type of Position Held[a] |
| 8 | 7 | 16 | 1 | | 5 | 6 | 6 | 1 | 9 | 3 | 4 | | | 17 | | 17 | 4 | 9 | | 3 | 1 | 2 | |
| 4 | 5 | 8 | 2 | | 3 | 1 | 6 | 2 | 5 | 3 | | | 2 | 8 | 1 | 9 | 2 | 6 | | 2 | | 3 | |
| | | | | | | | | | | | | | | | | | | | | | | 4 | |
| 1 | | 3 | | 1 | 2 | | | 3 | | | | | | 3 | 1 | 2 | 1 | | | 2 | | 5 | |
| 4 | 4 | 15 | 1 | 2 | 8 | 4 | 2 | 4 | 10 | 2 | | | 8 | 8 | 5 | 1 | 7 | 8 | | 1 | | 1 | Level of Position[b] |
| 3 | 10 | 14 | 9 | 4 | 6 | 5 | 8 | 6 | 9 | 5 | 3 | | 6 | 17 | 5 | 18 | 5 | 11 | | 3 | 4 | 2 | |
| 12 | 15 | 39 | 3 | 6 | 15 | 8 | 13 | 9 | 21 | 10 | 2 | | 13 | 29 | 5 | 37 | 9 | 24 | | 9 | | 3 | |
| 9 | 4 | 24 | 3 | 11 | 8 | 2 | 6 | 15 | 7 | 4 | 1 | | 12 | 15 | 8 | 19 | 5 | 9 | | 13 | | 4 | |
| 4 | 5 | 11 | 1 | 2 | 2 | 3 | 5 | 3 | 4 | 1 | 4 | | 1 | 11 | | 12 | 4 | 5 | | 2 | 1 | 5 | |
| 12 | 3 | 26 | 5 | 8 | 15 | 5 | 3 | 11 | 18 | 2 | | | 10 | 21 | 5 | 26 | 8 | 10 | | 11 | 2 | 1 | Sex[c] |
| 20 | 35 | 77 | 12 | 17 | 24 | 17 | 31 | 26 | 33 | 20 | 10 | | 30 | 59 | 18 | 71 | 22 | 47 | | 17 | 3 | 2 | |
| 23 | 31 | 70 | 14 | 19 | 29 | 12 | 24 | 26 | 37 | 15 | 6 | | 28 | 56 | 15 | 69 | 5 | 22 | | 23 | 4 | 1 | Race[d] |
| 9 | 7 | 33 | 3 | 6 | 10 | 10 | 10 | 11 | 14 | 7 | 4 | | 12 | 24 | 8 | 28 | 25 | 5 | | 5 | 1 | 2 | |
| | | 12 | 2 | 13 | 1 | | | 13 | 1 | | | | 12 | 2 | 4 | 10 | 3 | 8 | | 3 | | 1 | Age[e] |
| | | 7 | 1 | 6 | 2 | | | 7 | 1 | | | | 7 | 1 | 3 | 5 | 3 | 3 | | 1 | 1 | 2 | |
| | | 24 | 4 | 5 | 20 | 3 | | 13 | 15 | | | | 11 | 17 | 6 | 22 | 9 | 8 | | 9 | 2 | 3 | |
| 32 | | 28 | 4 | 1 | 12 | 10 | 9 | 4 | 22 | 4 | 2 | | 7 | 25 | 5 | 27 | 7 | 17 | | 7 | 1 | 4 | |
| | 38 | 32 | 6 | | 4 | 9 | 25 | 1 | 11 | 18 | 8 | | 3 | 35 | 5 | 33 | 8 | 21 | | 8 | 1 | 5 | |
| | | 103 | | 22 | 35 | 20 | 26 | 34 | 44 | 19 | 6 | | 37 | 66 | 19 | 84 | 27 | 48 | | 25 | 3 | 1 | Marital Status[f] |
| | | | 17 | 3 | 4 | 2 | 8 | 3 | 7 | 3 | 4 | | 3 | 14 | 4 | 13 | 3 | 9 | | 3 | 2 | 2 | |
| | | | | 25 | | | | 25 | | | | | 21 | 4 | 9 | 16 | 6 | 10 | | 7 | 2 | 1 | Years of Experience (Total)[g] |
| | | | | | 39 | | | 8 | 31 | | | | 12 | 27 | 9 | 30 | 8 | 18 | | 12 | | 2 | |
| | | | | | | 22 | | 3 | 12 | 7 | | | 5 | 17 | 2 | 20 | 8 | 10 | | 4 | | 3 | |
| | | | | | | | 34 | 1 | 8 | 15 | 10 | | 2 | 32 | 3 | 31 | 8 | 19 | | 5 | 2 | 4 | |
| | | | | | | | | 37 | | | | | 26 | 11 | 11 | 26 | 9 | 14 | | 12 | 2 | 1 | Years of Experience (Little Rock)[h] |
| | | | | | | | | | 51 | | | | 12 | 39 | 9 | 42 | 13 | 26 | | 11 | 1 | 2 | |
| | | | | | | | | | | 22 | | | 2 | 20 | 3 | 19 | 4 | 13 | | 4 | 1 | 3 | |
| | | | | | | | | | | | 10 | | | 10 | | 10 | 4 | 4 | | 1 | 1 | 4 | |
| | | | | | | | | | | | | | | | | | | | | | | 1 | Degree (Highest)[i] |
| | | | | | | | | | | | | | 40 | | 11 | 29 | 8 | 21 | | 9 | 2 | 2 | |
| | | | | | | | | | | | | | | 80 | 12 | 68 | 22 | 36 | | 19 | 3 | 3 | |
| | | | | | | | | | | | | | | | 23 | | 6 | 10 | | 6 | 1 | Yes | CTA Rep.[j] |
| | | | | | | | | | | | | | | | | 97 | 24 | 47 | | 22 | 4 | No | |
| | | | | | | | | | | | | | | | | | 30 | | | | | 1 | Racial Composition of School[k] |
| | | | | | | | | | | | | | | | | | | 57 | | | | 2 | |
| | | | | | | | | | | | | | | | | | | | | | | 3 | |
| | | | | | | | | | | | | | | | | | | | | 28 | | 4 | |
| | | | | | | | | | | | | | | | | | | | | | 5 | 5 | |

or more)
or more)

Some limitations of the data should be recognized. To the degree that each interviewee was knowledgeable, was representative of a segment of the staff, and was frank and open in his responses, the data may be taken at face value. This is, of course, a problem in any research of this type. It is necessary to assume that the individual is reporting as accurately as he can. It should also be noted that inaccuracies in perception of the situation, if widespread among members of a group, constitute as severe a problem as if the matter were accurately perceived by them. Individuals react in accordance with their understanding of reality, whether or not that understanding is complete and error-free.

The staff sample was reasonably large, almost 12 percent of all professional employees. With the sample of this size, response patterns emerged and conclusions can be drawn from these patterns.

Racial matters within the school system were of real concern to the staff members. Although 73 percent of those interviewed were working in classrooms where all or nearly all students were of one race, responses evidenced thoughtful attention to current problems of the district.

In an attempt to determine the willingness of staff members to teach children of another race, one question posed certain alternative classroom racial compositions as paired-choice items in which a preference for one of the pair had to be expressed for each of the several combinations. This technique does not obtain a positive overall preference, but relates to a preference between two possible alternatives. Responses received are shown in Table 11. It is interesting to note that when choices are posed upon a racial basis alone, majority preference is with the race of the interviewee. However, when other factors such as a racially-mixed class composition or varying degrees of student motivation are interjected, the responses are greatly changed. It might be inferred that race does not constitute a factor which receives consideration to the exclusion of all others. It might also be inferred that the teaching staff is prepared to accept its responsibilities in the event that total desegregation is effected.

The question of motivation was also explored. Slightly less than one-half of the respondents thought the motivation of white and Negro pupils was about the same, although just over one-half of the white interviewees felt that Negro children were easier to motivate while only somewhat more than one-third of the Negro staff members held this view. Comments volunteered indicated that some of the motivation could be attributed to greater concern on the part of Negro parents.

Some confusion regarding intelligence and educational achievement is illustrated by the fact that only slightly more than one-half of the white staff and about 76 percent of the Negro members felt intelligence of Negro and white students to be about equal. Explanatory statements cited such examples as Negro students transferring from rural areas who were found to be less advanced educationally than white transfer students. This seems to imply persistence of fabled, inherent racial differences.

One series of questions related to the reactions to integration shown by students and by parents. Very few problems were cited. A large majority

Table 11

### STAFF REACTIONS TO STUDENT GROUPING ALTERNATIVES
### LITTLE ROCK

| Class Composition Alternatives | Responses[a] | | | |
|---|---|---|---|---|
| | White | | Negro | |
| | No. | % | No. | % |
| A. All white children | 79 | 97.5 | 3 | 12.0 |
| B. All Negro children | 2 | 2.5 | 22 | 88.0 |
| A. Highly motivated all Negro children | 34 | 43.6 | 23 | 85.2 |
| B. Average motivated all white children | 44 | 56.4 | 4 | 14.8 |
| A. All white children | 38 | 52.8 | 0 | 0.0 |
| B. Both white and Negro children | 34 | 47.2 | 31 | 100.0 |
| A. Both white and Negro children | 77 | 97.5 | 30 | 96.8 |
| B. All Negro children | 2 | 2.5 | 1 | 3.2 |

[a] Total responses to different sets vary because respondents were unable to establish a preference in some cases.

replied that integration had little or no discernible effect upon the classroom situation. Somewhat less than one-half stated that the subject of integration is never raised by students; the remainder dealt with it openly and objectively. A large majority had received no parental complaints in the recent past although a few persons related instances of complaints or incidents of which they had knowledge.

All Negro staff members felt that integration in the school system should be extended, while a majority of white staff members felt integration was about where it should be. Additional comments revealed that some white staff members were willing to teach in interracial situations but would not volunteer to do so, some were passively accepting integration but would initiate no effort to move it along, and a few were opposed to integration. The indication is that many staff members are simply waiting for someone else to make the decision. Some also expressed resentment that relatively few schools and teachers were carrying the burden of integration and felt that everyone should share.

A similar division of reaction between white and Negro staff members was obtained from two questions relating to school board and superintendent actions. Most Negroes wanted the situation improved; whites were largely divided between approval of what was currently being done and a desire for more active encouragement of integration in schools where it has not yet been achieved. Very few considered a reversal of the integration trend as a desirable course of action.

When asked to summarize the attitude of the professional staff as a whole, a majority of both Negro and white interviewees described the staff as accepting integration but in a resigned or reluctant manner. A minority asserted that the federal government had moved too rapidly.

The members of the sample felt that integration poses no great problem in the community at large. Again an attitude of reluctant acceptance was thought to prevail. Further, they took a most positive view of the future in terms of the benefits improved education would provide for children, especially Negro children. In short, most members felt integration would have positive value and receive little opposition within the community.

The staff did indicate some relative differences in benefits received in terms of the present and some future time. Many of the white members felt that currently so many more opportunities were available to whites than to Negroes that society would receive a greater return for effort expended upon a white youth than a Negro youth of equal ability. Many Negro members felt that the opposite would be the case since additional education would result in greater opportunity for the Negro youth.

In the context of the future, however, the interviewees were almost unanimous in the opinion that as an increase in the percentage of Negroes completing high school was achieved, the effect would be that of marked and general improvement for both the individual and the community. Some indicated that job opportunities for Negroes were already improving. One noteworthy problem was identified which relates to difficulty in smoothly achieving the desired goal. Evidence was obtained of a feeling on the part of the interviewees that principals were not closely enough involved in the decision-making process to be effective in terms of helping teachers prepare for change or to serve as a source of information for the staff concerning the present or future progress of integration in the system.

There was a distinct feeling that some decisions were of a "last minute" nature, unnecessarily creating problems for staff members.

In the broad field of civil rights activity and legislation, the mood of the community was seen by almost all staff members in the same light as in the area of school integration, generally passive acceptance. The greatest number of responses from both white and Negro staff members stated that the government had not moved too rapidly in the field of civil rights. However, this response was selected by almost all Negroes but less than a majority of the white respondents. White members scattered their responses over a broader range than did the Negro staff members.

It is apparent, however, that many staff members see clear-cut differences between the question of school integration and certain other areas of civil rights activity, most specifically that of housing inequities. It may be that this is due to the fact that school integration has the force of law behind it while housing problems have not received the same attention. As one staff member stated, "the citizens of Little Rock respect the law."

Even so, most staff members felt that in time a more general integration, as implied in civil rights legislation, would be achieved. The majority estimated that this would take a generation or less to accomplish.

In summary, leaders of the community exhibit an attitude of at least minimal acceptance of school integration while certain leaders will actively support its extension. No organized opposition seems to be in existence. Further, the professional staff of the school system pose no real obstacle to the achievement of integration. They expect it to occur. It is even in the realm of possibility that elements of the staff can be mobilized to further the effort effectively. To this extent, the future of school integration in Little Rock appears promising.

# CHAPTER III

## PROBLEMS REQUIRING ATTENTION

As the central problem of achieving an improved educational program is explored, it is a worthwhile endeavor to attempt to delineate some of the possible obstacles to the achievement of the stated goals of the Little Rock School District. A simple division might be used as a model, describing the problems as either human or financial. In reality, a case can be made for viewing all such obstacles as stemming from human factors. Certain classes of problems, such as financial or legal restrictions, may be considered simply the expression of the human factor and symptomatic of resistance to change.

### Human Attitudes as Obstacles

Obviously, it is a human characteristic to resist changes which disrupt established patterns and habitual procedures. Such changes often result in the emergence of new problems, or reformulations of old problems, or both. The process of problem-solving may be both difficult and time-consuming, depending upon the complexity and importance of the problem. Often, less effort is entailed in overlooking a problem than in dealing with it.

As a protective device, it is also common for people to avoid involvement in critical or highly controversial issues which may threaten their economic and personal well-being. Leaving study and resolution of such issues to others reduces this potential threat. It also frees the individual to criticize resultant proposals with impunity.

Beyond the matter of resistance to change is resistance to what some people regard as an increase in governmental authority or an infringement upon the rights of the individual. This group fails to recognize that past patterns in civil relationships perpetuate an infringement upon the rights of a substantial number of citizens, a number in fact who have never yet been effectively granted their full rights.

A significant barrier to achievement of a lasting solution to the problem of differential racial distribution in the schools is posed by the nature of housing patterns. Whether or not housing can be purchased or rented in any section of the city without limitations based upon race is a moot point if access to most of the housing is virtually denied because of economic limitations. Striking differences in the earning power of the races are revealed in Table 5, Chapter I. Part of the cause may well be the result of controlled entry to many trades, crafts and professions. It also seems likely to stem, at least partially, from differing levels of educational attainment resulting from denial of opportunity. Ironically, lack of economic power restricts the chance for the development of talents sufficient to attain a higher level of economic achievement. The problem of economic parity is largely outside the purview of the school district; yet it is a real factor in developing a successful and enduring resolution to the problem of assuring educational parity.

No small problem is that of somehow achieving an atmosphere of mutual trust among participants, as regards both the operation of the school district and plans for the more far-reaching aspects of community development. Some feelings of suspicion still linger as a legacy from the past. Substantial effort will be required to overcome these reservations.

The question of educational values may also enter the picture. To some, education does not constitute a proper arena for the resolution of community problems and issues. They feel that educational activities should be restricted to skill development. To others, education is a means whereby an individual may develop understanding of his environment and the modern world, so that he may better adapt to changed requirements. Still others may see in education an opportunity to reshape society, to produce changes. These examples are sufficient to point up the fact that expectations for the operation of an educational system differ. These differing perceptions can become divisive as groups exert effort to mold the educational enterprise in the image they desire.

Many of these kinds of problems appear to exist in Little Rock, as they do in many school districts. They are problems requiring a maximum of intercommunication and informational exchange among the many segments of the community. In approaching these problems the district will need to enlist a broad base of participation in decision-making and policy establishment. There are, however, additional and perhaps more specific problems, bearing directly upon the operation of the school system, which can also be detailed. These, too, require constant attention and careful planning.

## Evaluation of Teacher Preparation

A basic issue in any school system is the matter of the level of teacher preparation necessary to the successful operation of the district. Teacher preparation may be viewed as of two types, (1) pre-service or college training to become a teacher, and (2) inservice or special training dealing with specific areas of concern to a particular district. In Little Rock, problems connected with both types of teacher preparation exist.

One factor which is closely related to morale and to teacher performance is the degree of esteem in which his preparation as a professional is held. Instances of unfortunate comparisons between Negro and white staff members regarding the quality of their pre-service preparation have occurred. Sweeping generalizations have been made indicting the preparation of Negro staff members as of a lower quality than that of white staff members. These remarks are resented by many of the Negro staff members and by some of the white staff who point to specific Negro teachers who are seen as superior.

To define good teacher preparation is a difficult business. That there are in any race poorly prepared teachers, as well as the opposite, is self-evident to some people, but most certainly not to all. One way out of the matter is not to define the term at all but simply to examine a number of variables that may be involved in what is called teacher preparation.

The question then becomes one of selection. Are, for example, highly visible variables such as number of degrees, academic majors, age and sex, of any utility? Or should one depend on the less tangible factors of judgments rendered by peers and supervisors? One approach is to examine a number of variables that might conceivably have weight in the matter. Some of these variables are such that many professionals and researchers would accept them as standards.

The question of teacher performance on the job, while related to the matter of preparation and equal--if not greater--in importance, is even more difficult to evaluate. No attempt will be made in this section to render such an evaluation. It will be mentioned only incidentally as staff members' comments warrant. Such performance evaluation is more properly made after long-term association and observation.

It should be pointed out that the comparison between Negro and white staff members on a number of variables is a simple comparison. For purposes of this report, no interrelation of variables is attempted. Focus is upon presence or absence of certain factors. For example, there may well be a very strong interrelationship among the factors of teaching experience, sex, and marital status as related to teacher preparation. But the purpose here is not the kind of analysis that would determine the weight of these various factors in defining preparation. Rather the purpose is to examine the relative degree of equality between two groups of teachers--one white, the other Negro--in terms of a number of discrete variables, discrete at least in the sense that each is treated separately. To the degree that these variables are individually and collectively equal between the two groups, and are elements of preparation, then to that degree the two groups of teachers may be said to be of equal preparation. The degree of equality is determined by the frequency distribution of the responses to certain of the questions in the interview guide. On this basis a judgment can be made concerning the likelihood of a great difference in teacher preparation related to race.

Tables 12, 13, and 14 display the distribution by percentage of the sex, marital status, and age of the two groups of teachers. In addition, staff members were asked their place of birth and where most of their pre-adult years had been spent.

Table 12

SEX, STAFF MEMBER SAMPLE
LITTLE ROCK

| | White<br>N=84 | Negro<br>N=36 |
|---|---|---|
| Male | 30% | 17% |
| Female | 70% | 83% |

### Table 13

### MARITAL STATUS
### STAFF MEMBER SAMPLE, LITTLE ROCK

| | White N=84 | Negro N=36 |
|---|---|---|
| Married (or have been) | 83% | 92% |
| Single | 17% | 8% |

### Table 14

### AGE, STAFF MEMBER SAMPLE
### LITTLE ROCK

| | White N=84 | Negro N=36 |
|---|---|---|
| 20-25 | 13% | 8% |
| 26-30 | 5% | 11% |
| 31-40 | 18% | 36% |
| 41-50 | 27% | 25% |
| 51 and above | 37% | 19% |

A large majority of both groups had been born and reared in Arkansas. Very few of either group had spent any of their pre-adult life in a geographic location outside of states adjacent to Arkansas. It is safe to assume that this extended exposure, during formative years, to the ethos of this section of the nation has had some bearing on individual views in many matters, including that of race.

Another facet that may be involved in teacher preparation is the number of academic degrees the teacher holds, the college or university which granted the degree, the location of the institution, and the academic major and minor. It will be noted in Table 10, Chapter II, that of the total sample of 120 staff members, 80 held master's degrees and none had less than a bachelor's degree. Of the two racial groups, two-thirds of both Negro and white staff members hold the master's degree.

Table 15 expands on these points by furnishing additional data about the institutions from which degrees were obtained.

Certainly it is possible to argue that there may yet be a differential in teacher preparation. Yet, generalizing from a limited number of instances known to a given individual is likely to be misleading. For example, 45 of the 79 master's degrees were taken at the University of Arkansas, 30 of these by whites and 15 by Negroes. These figures seem to be at variance with the arguments pointing to inferior preparation of Negroes.

Other factors examined also show a number of similarities in the preparation of the two races. When undergraduate majors are assessed for both groups, they compare as follows: (1) social science/history (18 percent white, 31 percent Negro), (2) language arts (15 percent white, 22 percent Negro), and (3) elementary education or professional education (35 percent white, 17 percent Negro). The remainder of both groups were widely scattered over a number of majors.

The graduate majors for the largest number in both groups were the same. Putting them under the general heading of an education major (this includes administration, elementary, and secondary education), a large majority of both groups listed this area as their major (71 percent white, 87 percent Negro). To be sure, the quality of the majors is determined by the institution and its relevant departments, but at least as far as majors are concerned the two groups are grossly comparable.

## Table 15

### TYPE OF INSTITUTION GRANTING DEGREES, NUMBER OF DEGREES GRANTED, AND LOCATION STAFF MEMBER SAMPLE, LITTLE ROCK

| Institutions[a] and Location | B. A. Degrees |  | M. A. Degrees |  |
|---|---|---|---|---|
|  | White | Negro | White | Negro |
| Minor institutions:[b] |  |  |  |  |
| Arkansas (predominantly Negro) |  | 26 |  |  |
| Arkansas (predominantly white) | 59 |  | 15 |  |
| Out of state (predominantly Negro) |  | 6 | 1 | 2 |
| Out of state (predominantly white) | 8 |  | 3 |  |
| Major institutions:[c] |  |  |  |  |
| Columbia University (N. Y.) |  | 1 | 3 |  |
| Hunter College (N. Y.) | 1 |  |  |  |
| Northwestern University (Ill.) |  |  |  | 1 |
| University of: Arkansas | 10 |  | 30 | 15 |
| Alabama | 1 |  |  |  |
| Chicago | 1 |  |  | 1 |
| Iowa |  |  |  | 1 |
| Illinois | 1 |  |  |  |
| Kansas |  |  |  | 1 |
| Kentucky |  |  |  | 1 |
| Michigan |  |  |  | 1 |
| Missouri |  |  | 1 |  |
| North Carolina |  |  | 2 |  |
| Texas | 1 |  |  |  |
| Washington University (Mo.) | 1 |  |  |  |
| Wayne State (Mich.) |  |  |  | 1 |
| Total degrees[d] | 83 | 33 | 55 | 24 |

---

[a] All but two institutions were accredited by a regional accrediting agency, one attended by a Negro, the other by a white staff member. Source information taken from: Allen M. Carter (ed.), American Universities and Colleges (9th ed.; Washington, D.C.: American Council on Education, 1964).

[b] The large majority of the institutions in this general category were state supported, and co-educational. A slight majority were also liberal arts institutions. However, regardless of category, almost all the institutions had a teacher training program of some sort.

[c] These institutions are listed by name and are generally recognized as large multipurpose institutions of higher education with the exception of Hunter College, which is included in this list because of work in recent years in the area of the education of the deprived child.

[d] These totals vary from those in Table 10. The name and location of school attended were not obtained from all staff members in the sample.

Taking additional course work or the recent completion of a degree may also be indicative of professional progress. When asked when the last college course was taken, 77 percent of the white staff members and 86 percent of the Negro staff members indicated this was done within the last three years. Within the last year, the figures were 36 percent for the former and 42 percent for the latter.

With respect to the kind of course or the subject area in which the most recent work was done, one or more of the following were mentioned by the majority in both groups. They are, in rank order:

White--Mathematics (usually modern), guidance, education, economics, and English;

Negro--Mathematics (usually modern), English, education, guidance, and economics.

Other variables that may have an effect on teacher preparation are work experience, both professional and other, and travel. Tables 16 and 17 indicate the percentage distributions of professional experience of the two groups of the sample. The data for these tables are drawn from Table 10, Chapter II.

Table 16

TOTAL YEARS OF PROFESSIONAL EXPERIENCE
STAFF MEMBER SAMPLE, LITTLE ROCK

| | White N=84 | Negro N=36 |
|---|---|---|
| 0-5 | 23% | 17% |
| 6-15 | 35% | 28% |
| 16-25 | 14% | 28% |
| 26 and above | 27% | 28% |

Taking additional course work or the recent completion of a degree may also be indicative of professional progress. When asked when the last college course was taken, 77 percent of the white staff members and 86 percent of the Negro staff members indicated this was done within the last three years. Within the last year, the figures were 36 percent for the former and 42 percent for the latter.

With respect to the kind of course or the subject area in which the most recent work was done, one or more of the following were mentioned by the majority in both groups. They are, in rank order:

White--Mathematics (usually modern), guidance, education, economics, and English;

Negro--Mathematics (usually modern), English, education, guidance, and economics.

Other variables that may have an effect on teacher preparation are work experience, both professional and other, and travel. Tables 16 and 17 indicate the percentage distributions of professional experience of the two groups of the sample. The data for these tables are drawn from Table 10, Chapter II.

Table 16

TOTAL YEARS OF PROFESSIONAL EXPERIENCE
STAFF MEMBER SAMPLE, LITTLE ROCK

| | White<br>N=84 | Negro<br>N=36 |
|---|---|---|
| 0-5 | 23% | 17% |
| 6-15 | 35% | 28% |
| 16-25 | 14% | 28% |
| 26 and above | 27% | 28% |

Table 17

YEARS OF PROFESSIONAL EXPERIENCE IN LITTLE ROCK
STAFF MEMBER SAMPLE, LITTLE ROCK

| | White<br>N=84 | Negro<br>N=36 |
|---|---|---|
| 0-5 | 31% | 31% |
| 6-15 | 44% | 38% |
| 16-25 | 18% | 19% |
| 26 and above | 7% | 11% |

The list of answers to the inquiry about other work experience was very long and indicated a wide dispersion of work backgrounds for both groups. Two observations may be made. First, there were only a few teachers who did not indicate some sort of other work experience. Secondly, in crudely assessing the "quality" of the positions held by staff members, white staff members had held better jobs and a wider variety of jobs.

Finally, the travel experience of both groups was extensive. The reasons most often given for this travel were military service, school attendance, or touring and summer vacations. The large majority of both groups indicated travel to one or more geographic sections of the United States outside of their immediate region. Nearly half of both groups had traveled over most or all of the nation, and a considerable number had been outside the United States (of that number thirteen white and five Negro staff members had been to Europe and/or Asia).

It seems apparent that, at least on the basis of the variables about which information was gathered, statements concerning an inferior preparation for Negro teachers are of questionable accuracy. It is also quite doubtful that such statements are of real benefit to the district or are productive in terms of attempts to solve the district's educational problems.

The second area of teacher preparation, inservice work closely related to the problems of the district, promises to be more fruitful in terms of eventual benefit to the district. Teachers, who are those staff members most directly and intimately concerned with classroom problems, are genuinely interested in changes in the classroom situation. There is evidence that the teachers in Little Rock have given thought to the kinds of inservice activities which relate to this basic interest. The majority of the teachers gave one or more of the following suggestions for this staff development work:

1. Extend the present workshops (the Philander Smith workshop was often mentioned) to include more staff members;
2. Provide programs incorporating sociology and psychology of race, human relations, Negro history;
3. Emphasize the development of communications skills.

Staff members were questioned about the professional and personal qualities essential to effective performance in an integrated classroom situation. Respondents noted no difference between integrated and segregated classroom requirements, but many specified concern with the adjustment of students to the racially integrated environment. The primary worry was with the effect of parental racial attitudes upon the children. Also noted was the need to have knowledge of the Negro and his problems as well as the family background of students.

Respondents felt that teachers should be well-educated and should understand children. Certain personal qualities, open-mindedness, fairness, kindness and tolerance, were mentioned by nearly all those interviewed. Racial prejudice was universally noted as undesirable.

Interviewees were also asked to assess themselves and their fellow faculty members regarding the degree of preparation to teach in an integrated classroom. Table 18 lists their replies. This peer evaluation is quite encouraging in that white teachers felt that 64 percent and Negro teachers felt that 77 percent of the faculties of their respective schools were at least adequately prepared to teach in an integrated classroom. When rating themselves on this question, the ratings assigned were even higher.

Although some variation is noticeable, the key fact is that the staff members expressed confidence in the ability of their peers to teach effectively in an integrated educational system. This degree of assurance is encouraging since both faculty and students must be integrated in order to achieve the expressed goals of the district.

Table 18

EVALUATION OF SELF AND PEER PREPAREDNESS
TO TEACH IN AN INTEGRATED CLASSROOM
STAFF MEMBER SAMPLE, LITTLE ROCK

| Rank | Self[a] White N=77 | Self[a] Negro N=35 | Peers[a] White N=79 | Peers[a] Negro N=35 |
|---|---|---|---|---|
| Well prepared | 39% | 51% | 16% | 17% |
| Adequately prepared | 51% | 43% | 48% | 60% |
| Mediocre preparation | 10% | 6% | 28% | 23% |
| Poorly prepared | 0 | 0 | 5% | 0 |
| Extremely ill-prepared | 0 | 0 | 3% | 0 |

[a] Not all staff members in the sample were willing to rate themselves or their peers.

This should not be construed as evidence that the staff sees no need for improvement. The majority of both races, 54 percent of the whites and 61 percent of the Negroes, were in favor of the expenditure of district funds for the provision of inservice training programs to improve further the competencies of the staff. They were willing to support such expenditures even at the cost of reduced spending in other areas.

Closely related to these positive factors is the degree of commitment to teaching in the Little Rock School District. Staff members indicated they enjoyed their work and liked the community. Often there was mention of family ties or general satisfaction with the school system and the community. They further indicated that if they were to teach elsewhere, they would choose a community like Little Rock.

## Problems in Communication

There are also negative feelings that should be analyzed and receive attention, chiefly those resulting from ineffective communication. In a school district as large as Little Rock, the problem of communicating and assuring a real exchange of information among the district's staff is significant. There is evidence of dissatisfaction, or at least important areas of misunderstanding, presently extant among the staff. The feeling is most generally one of not being involved, a feeling of exclusion from decisions which nonetheless closely affect the staff.

One area in which the staff members exhibited a lack of understanding and personal involvement was that of curriculum development. Especially

**upon the elementary level, there exists a feeling of frustration from moving "too far, too fast." Few people were critical of curriculum improvement as such or of the value of new programs, but many felt a need for true staff involvement in these curricular changes. There was a general indication that neither teachers nor principals were included in study and decision-making in this area.**

**Staff transfer and assignment was another aspect which provoked comment, again from an apparent lack of involvement. Staff members feel that transfers too often are last-minute, poorly timed decisions, making the change difficult not only for the individual transferred but also for the faculties of the schools involved.**

**Budgeting, or lack of staff involvement in the budgeting process, also was criticized, as was lack of "feed-back" concerning the disposition of budget requests, requisitions, etc. Of real concern was the small amount of funds allocated to the instructional area. Some staff members felt that an already inadequate allowance for this purpose had been further reduced for the current year.**

**There were a number of other examples in which poor internal communication was noted. In the examples cited, there is evidence of a feeling on the part of staff that they are not involved in a meaningful way in decisions or informed of the reasons for decisions. These data provide no evidence about lack of attempts to accomplish this involvement; such attempts may well have been made. Persistence of such feelings would indicate, however, that renewed or newly directed effort is necessary if these staff reactions are to be converted to more positive orientation.**

It was noted earlier in the report that integration of staff personnel had begun in the Little Rock district. A great amount of work remains to be done in this phase of the program. While most staff members were rated by their peers as being at least adequately prepared to teach in an integrated classroom and a number of staff members stated they would be willing to do so, very few were ready to volunteer for such assignments. There is also some evidence to indicate that some staff members would view such assignments as temporary or of limited duration after which they would be reassigned to their "home" schools. If such a feeling is widespread, it constitutes a barrier to effective integration of school staffs.

One other matter is worthy of mention, even though it may stem more from the tenor of the times than from any factors peculiar to Little Rock. Evidence was found of the beginnings of a power struggle between two professional organizations in the Little Rock School District. Teachers all over the country are exhibiting a growing interest in their profession and its control; therefore, this development in Little Rock may be only a part of the general trend. However, there is danger that development of a factional dispute could exert an unfortunate divisive influence at a time when joint effort is vitally needed. This development will bear watching.

In summary, the district and the community must face and deal with a number of problems, subsidiary perhaps to the primary problem but nonetheless real and carrying implications for strategies in dealing with that primary problem. These problems are not unusual; neither are they insurmountable. By the same token, however, failure to recognize their existence and to take appropriate steps will unnecessarily complicate and perhaps prevent development of a completely satisfactory solution to the major problem. The need for conscious and comprehensive effort is indicated.

## CHAPTER IV

## INTEGRATION OF SCHOOLS

The goal of achieving a quality integrated school program is not unique to Little Rock. Other school districts in widely scattered regions of the United States have also been studying and planning toward the achievement of this end. The dimensions of the problem have many common elements, regardless of the context of the situation peculiar to each instance. In accord with the common elements of the problem, similar approaches to its solution have been developed in a number of instances.

As alternative methods for achieving integration are examined, it becomes obvious that, although some approaches are more extensive than others, all exhibit weaknesses as well as strengths. This observation merely serves to illustrate that the evolution of a truly integrated, quality educational system is an arduous, time-consuming process and one not readily attained by merely mechanical approaches.

There is merit in considering each known device for achieving school integration, not only in an attempt to reach a higher level of knowledge and understanding but also to stimulate the formulation of innovations in procedures. Furthermore, such discussions will clarify the meaning of specific terms used in this report. Accordingly, the better-known devices for furthering the development of an integrated school system are considered in the succeeding paragraphs. Each method will be discussed as though it existed in isolation--that is, as though it were the only method chosen to achieve the primary goal.

## Available Alternatives

### Busing

One system relies on a transportation device, whereby children of all races are selected and reassigned to attendance centers as necessary to assure some predetermined racial balance within each school building. Selection of those to be bused to other units is as objective as possible within necessary limitations. In order to achieve the stipulated balance, transportation in both directions is often necessary. It is essential that busing as an integration device not be confused with a transportation system aimed at enabling children to attend school.

### Consolidation

One method for achieving a degree of racial dispersion, if not balance, is joining together (or consolidating) two school districts with a greatly disparate racial composition. The result is again a broadening of the population base, effecting some change in existing racial balance in the two districts. If this method is the only one utilized, it is subject to the limitations of convenient access to school facilities.

### Tuition Arrangements

A method which avoids consolidation but allows for development of some integration is that of tuition. Tuition payments are made by a district with a heavy concentration of a minority race to an adjacent district without such a population concentration. Both districts are thus enabled to provide an integrated learning situation for their students.

## Attendance Zones

The establishment of attendance zones is common practice in the average school district, usually related to establishing a fixed geographical area to be served by a school building. This practice was originally a concomitant of the neighborhood school concept to insure the presence of an adequate enrollment without overloading. In order to achieve integration, this method requires attention to the added dimension of race as well as the number of resident children. It is essentially a gerrymandering approach to the desired end.

## Freedom-of-Choice

The freedom-of-choice (or free-choice-of-schools) system allows for free selection of any school unit by any child. To make it administratively feasible, limitations upon the number of such choices during a set time period, specification of the time during which choice is to be made, and a method for reducing overloads at units with a high popularity level, are necessary. It is difficult for school officials to supply sufficient information about each unit to allow parents and students to make a fully rational selection of schools.

## Pairing

The pairing method involves joining the enrollments of two or more attendance centers and then dividing these groups and reassigning the students. For example, if two elementary schools are involved, all students in grades 1 to 3 may then attend one building, and all those in grades 4 to 6 the other. This may treat both buildings as a single attendance center, separated by a number of intervening blocks; or it may treat one as a primary unit and one as an intermediate unit, each functioning as a separate school.

A variation of this method, more appropriate at an advanced grade level calling for specialized facilities, might involve one-half of the total student body in attendance for half a day at one unit for academic and college preparatory studies, while the other half of the students are in attendance at the other unit for exploratory, pre-vocational, and physical education classes. The two groups would then exchange locations at midday. In other words, the pairing would be by educational program rather than grade levels. In the former case, the units are most often treated as one school with separated buildings.

### Alterations in Grade Structure

A plan to change the grade organization of a district is a modification or combination of some features of certain other approaches already described. Through use of this device, change in utilization of some of the existing school buildings is assured, resulting in different combinations of the races than may currently obtain. An example of such an alternative would be conversion of the existing 6-3-3 organization (elementary school, grades 1-6; junior highs, grades 7-9; and senior highs, grades 10-12) to a 3-3-2-2-2 organization with corresponding grade combinations of 1-3, 4-6, 7-8, 9-10, 11-12.

### Educational Park

A relatively recent innovation in schoolhouse planning is the educational park, which provides individual school units designed on a much larger scale than customary and thus houses a more nearly representative cross section of the community population, both of racial and economic diversity. These units can be planned for the complete span of grades 1 to 12 or for subdivisions of this range. In a metropolitan setting the buildings may take a more urban form, such as high-rise structures; in other cases, where size of site is no problem, construction may be low and widespread. Advantages lie in the fact that (1) enrollment is drawn from differing subcommunities and thus helps to achieve heterogeneity, and (2) specialized activity facilities as well as specialized personnel can be made more readily available to all children in the park. It is also probable that the educational program in such a unit would reflect its innovative characteristics so that areas of emphasis might well differ from those of the conventional program.

### Compensatory Education Programs

Programs which are called "compensatory" are aimed not so much at the achievement of racial balance as at the elimination of the effects of racial imbalance. A broad spectrum of learning experiences, as well as special services for children of ethnically or culturally diverse background, characterizes this approach. It represents a deliberate and concentrated effort to alleviate educational inadequacies resulting from limited preschool experiences and environments.

## Applicability to the Situation

The foregoing capsular descriptions of various alternative approaches to the educational problems of the Little Rock School District are intended to afford a benchmark for the development of a proposal for a plan to deal with those problems. It is hoped that subsequent reference by name to any one of these approaches will evoke a reasonably specific image in the mind of the reader. With this delineation as background material, it is now possible to proceed to deal with the broad outlines of a plan.

The fact that each of these approaches, for purposes of clarification, was described as an entity should not be misconstrued to mean that the several methods are necessarily mutually exclusive. Elements of some of them may well be meshed with elements of others. Further, a viable plan for Little Rock may quite properly be established as evolutionary in nature, with the concomitant possibility that some areas of the district may, at any point in time, be at a developmental stage that differs from that of other areas. In other words, the stated goal--a unified, integrated, high-quality educational system--may not be attainable in all parts of the district simultaneously. It may, on the contrary, be necessary to move toward that goal upon variable time schedules with some portions of the community reaching it rapidly and others making progress more slowly.

The next logical question concerns the individual approaches and their suitability to the Little Rock situation. The specifics of the problem in this community may preclude the utilization of some of the techniques detailed. As noted earlier, each device has particular strengths and weaknesses; the latter may render them unsuitable in the Little Rock situation. A most practical problem is that of enlisting community support. In order to assess probable community reaction, the leader sample were questioned concerning some of the alternative approaches to the problems of the school district. Members had fairly clear-cut opinions regarding some of the methods explored with them during the interviews.

Busing, as the only or primary means of achieving integration, was condemned by every one of the community leader sample. It was seen as ineffective and also as unacceptable to the community. Obviously, if this were the only technique employed, the development of a complete transportation system would be necessitated, both a major task and an item of heavy initial cost. Such action might also demand implementation of street development in some areas at an earlier date than is presently planned. It should be underscored that reaction here was to a busing program as a device for achieving integration; it was not discussed as to desirability of the district's general involvement in a system of public school transportation.

This report favors busing only as an adjunct to other techniques, not as the sole solution. However, it may be that leaders sampled are misjudging the merits of this technique. It goes without saying that the pattern of the "neighborhood school" has fostered segregation, not only of race but also of economic circumstances; in a few cities busing has proven reasonably effective in breaking this pattern. There are those who argue that a substantial capital investment would be better allocated to improved buildings than to bus purchases. This is a point that must be judged according to prevalent values. However, if a centralized approach to the schoolhousing problem is adopted, children must be assured reasonable access to the units.

Consolidation, of and by itself, does not seem to be a viable solution to the immediate problem of integration in Little Rock. It does have strong implications for the quality of the educational opportunity available to children of the entire region; but as the only method employed, it would offer little toward early achievement of an improved racial balance within the attendance centers. However, over a long period of time, consolidation of the entire county into a single district might provide insurance against a recurrence of the present problem within Little Rock, inasmuch as dealing with a larger geographical area permits longer-range and much more comprehensive planning.

The situation existing between Little Rock and its adjoining districts may be likened to that of a given area of the district compared to the district as a whole. Such an area--for example, Census Tract 21, within which are located Bale Elementary School and Southwest Junior High School--could be studied as an entity and a plan developed for integrating its student population. In a relatively short time, however, changes in the population in this tract might again result in segregation--or markedly less integration. If this tract were combined with other tracts in the district for purposes of developing a plan, such changes could better be absorbed.

Applying this example to Pulaski County as a whole, it can be seen that consolidation alone will not solve the problem, though it might very well help assure the stability of any selected solution over a period of time.

Tuition arrangements are also relatively unproductive in the context of the Little Rock situation. Doubt exists that parents of either Negro or white children would favor their education in an adjoining district even if an integrated environment were thereby achieved. There appears to exist a feeling of general satisfaction with the school system and the educational program. There is no evidence that the same attitude prevails toward the programs of adjacent districts, although it may be possible to encourage its development. Conversely, there is no evidence that adjacent districts would be strongly interested in such a program.

Attendance zones did not receive as much reaction from the community leader sample as did some other approaches. Zones face the same problems as any small area when confronted with issues similar to those discussed under "Consolidation." Because certain assumptions of population characteristics must be made as the basis for the establishment of boundary lines, those same assumptions must be applied as the situation changes and the boundaries realigned accordingly. Some families are certain to reside in the "no man's land," which is the area within which boundary lines are shifted. Changing from one attendance center to another thus becomes a discriminatory burden for a small portion of the total population.

The general feeling expressed was that changing residential patterns rendered such a procedure inadequate, since it would be subject to continual re-evaluation and adjustment. The approach does offer some possibilities of useful application in Little Rock, but only if combined with some other method or methods.

Freedom-of-choice (or free-choice-of-schools) was, at one time, a forward-looking procedure. It may now be viewed as essentially an interim arrangement, at least in its present form, and cannot constitute a fully adequate solution if employed in isolation. Community attitude toward this plan is mixed, some people describing it as an adequate means of dealing with the problem, others seeing it as inherently limited in its effectiveness. The evidence collected for this study indicates that this procedure has certainly not achieved the ultimate goal although it has served the purpose of illustrating that integrated schools can function in Little Rock. Some modifications of this method, dealt with later in the report, may hold promise for improving its effectiveness as a technique.

Pairing of schools as a procedure has not yet been attempted in Little Rock; consequently, there was very little knowledge about or enthusiasm for this method. It is evidently a matter that has not, to date, received serious thought. This approach has some applicability under the circumstances obtaining in Little Rock, although again not as the only procedure employed.

Pairing of necessity involves some alteration of grade organization within the buildings and may often necessitate some transportation provisions. Short of rebuilding to provide centralized facilities, this is the best method for overcoming the effects of the "neighborhood school" approach.

Alteration in grade structure is likewise a procedure which has not received much serious consideration in the community. It has pertinence in the current situation since it would provide some progress toward the ultimate goal and yet allow utilization of many existing buildings as attendance centers. Its applicability carries some limitations; for example, continued utilization of all buildings in the district will make the goal of an integrated school system very difficult to achieve.

In conjunction with some other approaches, however, alteration in grade structure has a degree of merit and, unless carried to extremes, has some demonstrable educational advantages. Most prominent among these advantages is the effect of having larger numbers of students at the same grade level located upon a given site. On the one hand, this arrangement allows both a higher degree of specialization with the staff teaching in their areas of greatest training, and also the possibility of providing special, advanced classes for the very able. On the other hand, it also allows the formation of classes of students with special problems, since numbers will be large enough to justify such action. Less duplication of equipment and facilities will be an added advantage of such an approach.

The educational park is prominent in the current literature of educational planning and was also a concept quite familiar to the members of the community leader sample. As yet, the idea has been discussed only in general terms and upon this basis enjoys a solid foundation of support. It was pointed out by interviewees that this approach insures a reasonable community cross-section of a long-term duration at each attendance center, regardless of alterations in neighborhood patterns. It also bypasses the handicaps posed for the neighborhood school by housing patterns. There were predictions of general community favor for this method.

Some persons noted a few problems in this approach, prominent among which was initial cost. It was stated also, however, that since some new building is going to be necessary anyway, to replace outdated buildings as well as to solve the basic problem and to provide for increased growth, the park approach would simply call for the construction to be centralized rather than dispersed.

It is important to underscore the point that the educational park concept is quite new on the American educational scene. In the minds of those interviewed, it was less concretely visualized than were some of the other approaches. It is likely that, as the specifics of a proposed educational park plan are delineated, some opposition to particular portions of it will materialize.

Compensatory education programs were accorded little, if any, attention by those interviewed. This is probably due to the interview focus, which was the elimination of the dual school system itself rather than elimination of its effects. The emphasis of compensatory programs is the improvement of the educational system with resultant benefits to children. People generally support better education. It is probable that this approach would receive little or no opposition in Little Rock if developed in combination with progress in achieving integration.

## Summary

It was deemed important that existing knowledge in the community regarding various means of furthering the development of an integrated school system be assessed and that attitudes toward these methods be explored. The data indicate that the community influentials are fully cognizant of only a relatively limited number of possibilities. No complete agreement upon the most productive method exists. At the abstract level, there was high consensus upon educational parks as an effective approach. Upon the concrete level, this consensus began to break down. Busing was very negatively viewed, and most of the other approaches seem to have received very little serious consideration. There was also evidence that the community desired something more than an interim solution and was willing to allocate adequate resources.

From a strategical viewpoint, these findings are encouraging. The absence of community division, with segments heavily committed to conflicting methods or to any one of them to the exclusion of all others, forecasts the possibility of dealing successfully with the problem; and any plan for its solution may thus be built upon a rational rather than emotional basis. To this extent, the time appears right for a concerted effort to achieve the ultimate goal of a high-quality, unified educational system.

# CHAPTER V

# A PLAN AND ITS IMPLEMENTATION

## Introduction

**Examination of the data suggests that no one method of achieving an integrated school system is adequate for the situation found. It is irrational to disregard completely all previous community commitments to the educational enterprise as represented by existing school buildings. If no school buildings at all were in existence, or at least no buildings of recent vintage, and if sites were available wherever desired, a plan based upon a single approach might be fully feasible. In the present circumstances, while previous investments cannot be allowed to assume the role of sole determinant, it is nonetheless unrealistic to fail to accord them a degree of consideration. To this extent, the recent history of adherence to the neighborhood school concept, as illustrated by construction since 1956, now serves to complicate the primary problem.**

**This chapter will be devoted to sketching the outlines of a plan for moving toward the elimination of segregation and the effects of unequal educational backgrounds and opportunities in the schools of Little Rock, regardless of the source. The general outline will be followed by suggestions for implementation, succeeded, in turn, by a more completely detailed description of the plan's activation.**

**Undoubtedly, there will be aspects of the plan, whether stemming from financial or philosophical motives, which may seem unpalatable to some members of the community. Hopefully, there will be a sufficient number of generally**

acceptable aspects to counterbalance those which arouse misgivings. A conscious attempt is made to provide a comprehensive plan embracing all areas of the educational enterprise. There is no doubt that the costs, at least initially, will be greater than the current expenditure level of the district. However, the expense to the community for implementing a full program of educational integration may be looked upon as a profitable capital investment, which promises to bring rich dividends, both economically and socially.

## Outline of the Plan

The plan hereby proposed for Little Rock, while heavily based upon the educational park concept, also includes elements of freedom-of-choice, pairing, and alterations in grade structure. It will depend strongly on integration of the professional staff, on improved communications at all levels, and on the provision of compensatory education and special services.

Educational parks may be planned for almost an unlimited combination of grades. It is proposed that in Little Rock the entire system of presently dispersed schools be viewed as an educational park for grades 1 to 12. If conceptualized in this fashion, all buildings are considered one school complex. Grades 11 and 12 for the entire district, with the exception of those in the vocational-technical programs, would be housed in a single unit so that all juniors and seniors, with the exception noted, would attend one school. Students in grades 9 and 10, again with the exception of vocational-technical students, would attend one of three grade 9 and 10 units. Intermediates, the 6th, 7th and 8th graders, would attend one of the middle schools; younger pupils, grades 1 to 5, one of the elementary schools.

Several of the existing buildings would be scheduled for immediate abandonment, some for interim use with early abandonment planned, and many for long-term use. The buildings recommended for abandonment are selected primarily for reasons of educational obsolescence rather than their relationship to the basic problem.

This plan, while allowing for immediate adoption, does not imply immediate and complete implementation. Step-by-step achievement must occur over a period of years. The intent of the plan is to allow action to occur upon the question of the direction to be taken by the district, followed by accomplishment of the specifics of the proposal in subsequent stages.

## Implementation of the Plan

To a degree, all phases of the plan require a transitional period wherein the district accomplishes the necessary policy decisions and begins to marshal its resources. The span of time encompassed by this transitional period varies in relation to the particular phase under consideration. It is important that the ultimate goal remain the focus and not be obscured by temporary arrangements necessary during the period of transition. The district's present circumstances are the result of many years of operation; substantial changes will also require an evolutionary period.

### Integration of Staff

The question of integration is an educational question. Integrated schools offer improved educational opportunities for children. Schools are not made up of students alone; staff members are also a major component of the educational environment. Integration of school staffs is a logical first step and needs to be accomplished as rapidly as possible.

In terms of ease of access to any attendance center, it should be borne in mind that staff members are adults and enjoy the mobility of adults. The district has begun its integration effort with free-choice-of-schools to students, leaving to the individual the problem of transportation to the chosen unit. The adult staff member is in a far better position to cope with a transportation problem than are many students.

At this stage of the development of the school system, it is important that the staff of each operating attendance center be integrated. This objective requires more than a token effort. The goal should be the achievement of a racial balance in the school staff very closely approximating the racial distribution in the community at large. There is evidence that the professional staff members are awaiting the emergence of positive leadership in this matter.

From the standpoint of the community, true integration of the various school faculties will be clear proof that the intent of the district is to emphasize the importance of the educational program rather than that of race. Every effort should be exerted to make the change successful for both transferred and newly employed teachers. Special consultant help and necessary materials and equipment should be provided. Inservice programs to assist these teachers and to prepare others for integrated assignments are imperative. Teachers should be encouraged to request help as needed. The goal should be a staff which is well-balanced, not only racially but educationally. A teacher deemed qualified for employment in the schools of Little Rock should be suitable for assignment to any school unit in the district at the level appropriate to his preparation.

Some steps relating to the articulation of an official policy for staff integration are exemplified below:

*Specific Recommendations:*

1. The ultimate goal of a racial balance among staff members at each attendance center should be clearly stated. The range of ratios at any one unit which will be considered as constituting achievement of the goal should be specified and a time limit set for this goal.
2. For various reasons, some personnel who feel capable and willing to teach in an integrated school do not wish to volunteer to do so. The information provided each staff member should emphasize the desired balance and then request those who feel unable to teach in such a situation to so specify. Special training can then be made available to these persons to help them overcome their feelings of inadequacy.
3. It should be clearly stated and understood by all staff members that assignments to any unit are not necessarily lifetime but may be altered at the discretion of the district. Assignments are to be made for the good of the district rather than primarily for individual convenience.
4. All newly employed staff members should be given to understand that assignment will be made for the district's maximum benefit and may be to any school unit at the level for which they have been trained to teach.
5. All new assignments, whether of new employees or of transfers within the district, should be made in ample time to allow the proper assimilation of the individuals concerned into the respective faculties. Conscious attempts should be made to achieve this adjustment through such programs as orientation days, summer work on curriculum development, and inservice classes.
6. During the transition period and for so long afterward as seems necessary, inservice activities to develop the skills and competencies

of all staff members should be conducted. Improvement of staff already employed is the most direct route to the improvement of the educational program.

Compensatory Education

An integral part of the proposal is a comprehensive program of compensatory education. This concept is not new to education, although much of the methodology may be. For many years education has had the stated goal of assisting each child in reaching his maximum potential. To this end, various remedial programs have been introduced which deal with actual physical handicaps or learning disabilities. Compensatory education includes not only these activities but also programs concerned with experiential handicaps or limited conceptual bases. In other words, compensatory programs deal not only with educational but also with cultural deficiencies.

There is little reason to provide such programs on a blanket basis; that is, no attempt should be made to provide special programming for every student. Conversely, these programs do focus upon those exceptional cases that need such attention. Even though this provision requires a higher level of dollar expenditure for some children than for others, it is not at variance with the idea of equality of education. Instead, it helps assure a greater parity of education among the children in the school system because it facilitates the provision of equal educational opportunity. In other words, when learning disabilities have been corrected, children are better able to profit from their learning experiences in the schools and more nearly realize their potential. In the final analysis, this achievement results also in a larger return per dollar expended as the instructional program becomes more effective for the individual child.

A planned program of compensatory education is a necessary component of the overall plan. Some of the considerations are described in detail below:

*Specific Recommendations:*

1. Assessment and analysis of the particular deficiencies of all enrolled students, regardless of race, should be accomplished as a guide not only to the extent of the problem in this area but also to its specifics. For example, the number of students who fall into the categories of the educable mentally retarded, speech or hearing handicapped, physically disabled, emotionally disturbed, etc., will be basic information in planning not only programs but allocation of resources.
2. Sources of financial assistance in dealing with these problems should be catalogued and the possibilities for aid carefully explored.
3. Materials, equipment, facilities and specially trained staff personnel needed to deal with the problems of these children should be detailed.
4. Analysis should be made of possible extensions to the school day, week, or year and the chances for involvement of persons from the community at large in developing this program.

## Improvement of Communications

The development of an effective and functional internal communications network is essential to any organization, but particularly imperative during the process of change. All staff members must not only be aware of both progress and problems but directly and personally involved in overcoming difficulties.

*Specific Recommendations:*

1. Regular, conscientious and deliberate effort should be exerted to implicate all administrators, and through them all staff members, in a continuous exchange of information.
2. The information exchange is of two kinds, vertical and horizontal.

Vertical exchange occurs in both directions, not only in the form of decisions from the central offices but also in the form of feedback from the staff. The level of rationality of decisions is a function of the amount of information made available, regardless of the individual's position in the organization. Horizontal exchange occurs among organizational peers and among teachers at a given grade level. The details of problems at different grade levels can vary; information exchange will allow formulation of more effective solutions.

3. Communication in the context of exchange of information is not limited to enumeration of decisions or dissemination of directives but also involves the data upon which such decisions can be based. The most effective decisions are those accomplished closest to the source of the problem. The most productive planning occurs when based upon a maximum of information.
4. The medium carrying the information should be that most appropriate to the data. Some communication is written and some is oral; some occurs in groups and some between individuals. The media should be suited to the messages transmitted.

## Educational Park

The educational park is herein proposed as a plan allowing maximum flexibility coupled with a highly specific ultimate goal. As such, it should be viewed as in a transitional stage in Little Rock, growing toward an eventual planned form.

*Specific Recommendations:*

1. The entire district with its presently diffused structures will be conceptualized as constituting an educational park. As such, it will,

at first, be dispersed in regard to the location of school buildings rather than heavily centralized. The initial focus is upon an area within which a number of school buildings happen currently to exist. As new construction occurs and older units are abandoned, an increasingly greater degree of centralization of structures coupled with steady progress toward the comprehensive park unit is achieved.

2. The transitional period will allow the immediate establishment of the park unit, utilizing existing buildings to house the program.
3. When the educational park unit is established, all existing schools will be considered as members of the unit, the manner in which they are to be utilized or, in some cases, combined will vary. The aim is to achieve the most effective meshing of the dispersed units into a unified complex serving the educational goals of the district.

## Pairing of Metropolitan High School and Mann High School

In order to provide a more comprehensive vocational-technical unit, to eliminate certain building and curricular deficiencies, and to meet the increasing demand for this specialized education, it is proposed that Metropolitan High School and Mann High School be paired as an area vocational-technical unit. The combined units will be viewed and operated as one school with specialized facilities upon separate sites.

### *Specific Recommendations:*

1. The capacity at Metropolitan is presently insufficient to meet the demand. Certain facilities, notably a physical education unit and a dramatics or auditorium unit, are now lacking. Joining these two buildings results in doubling the capacity of Metropolitan High School.

2. Mann School will become an adjunct of Metropolitan, not remain a separate school. The administrative head of Metropolitan will also be head of the Mann unit.
3. Only academic and physical education classes will be taught at the Mann unit; only the vocational-technical classes will be taught at the Metropolitan unit.
4. Only those students from grades 9-12 in vocational-technical programs will attend the Metropolitan-Mann.
5. It will be necessary to arrange transportation between the two locations, as the groups are shifted.

## Freedom-of-Choice

Freedom-of-choice (or free-choice-of-schools) will still be a feature of the total plan but with one important alteration. An optimum capacity figure should be established for each school unit. When choices exceed 75 percent of that capacity figure, an attendance area based upon residential proximity to the unit shall be drawn to reduce the choices to the 75 percent figure. Enrollments between 75 percent and 100 percent of optimum capacity will be awarded to students of the race in the minority at that unit. When an insufficient number of such choices has been received, the balance of the enrollment may be completed by extending the attendance area boundaries on a proximity basis.

*Specific Recommendations:*

1. It is important to forestall the development of a de facto pattern of segregation. By assuring that no more than 75 percent of a single racial group will be certain of enrollment in a popular attendance center, undesirable effects of particular residential patterns can be reduced.

2. To make this plan fully operable, it is necessary that the district assure students not only of their legal but their practical rights to select any unit.
3. As the educational park takes shape and school facilities become more centralized, an increasing amount of district involvement in transportation provisions is logical.

## Activating the Plan

It may be helpful to describe, in more concrete terms, the specifics of the proposal as now visualized. The entire school district is perceived as one extensive educational park, even though not all buildings are located upon one central site. In other words, it is seen as a dispersed park unit. This allows planning to transcend neighborhood limits. It is, however, vital that one feature of the park plan, the broader geographical base, be strengthened. To accomplish this end, it will be necessary to think in terms of larger school buildings, and fewer of them, to provide in each unit an enrollment more nearly representative of the entire community instead of smaller and more homogeneous neighborhood groupings. It is also necessary to remember that this is an evolutionary process. Changes over time will markedly alter the details of the district's total school plant. However, as new construction is planned, a primary aim should be to enlarge certain existing units so that gradually an increasing degree of centralization of structures must result. Centralization means students are brought in to these large attendance centers; outlying areas are treated as more nearly rural in nature. As an aid to a clearer understanding of the proposal, the following description is supplied.

The first major task is that of determining a location for the graduating unit for grades 11 and 12. In view of the fact that Hall High School is already in existence and has a site of 39 acres which is the second largest in the entire district, use of this school as the senior high school is recommended. Although not centrally located, it is in an area of growth and, with the city's further expansion to the west, will eventually be more nearly central to the total population than is now the case. It is reasonably accessible to the population it will serve. It will be necessary to double its present capacity and look to future enrollments of 5,000 or more students.

The present Central High School would then be converted to a mid-high school unit for grades 9 and 10. A major renovation and modernization program is needed in this building, a project that could be included in the changes entailed in the conversion.

Additional grade 9 and 10 capacity will be needed. This report favors the combination of the present Pulaski Heights Junior High School with the Pulaski Heights Elementary School and the conversion of the resulting unit to grade 9 and 10 use. To provide the remainder of the capacity required at this level, it is recommended that Franklin School be expanded to about 800 capacity and converted to grade 9 and 10 use. As more site is acquired in the future, this latter unit should be further expanded to 1,800 or 2,000 capacity.

To provide for the middle schools (grades 6, 7, and 8), and for the elementary schools (grades 1 to 5), some changes will also be necessary. Before these are listed, however, recommendations for the disposition of certain school plants should be spelled out to set the scene. In the judgment of the team, some of the existing attendance centers should be retired from use and sold. These units are obsolete and have long since returned full value for the original investment. In some cases, the sites should be of substantial value so that some revenue may accrue to the district from this action. However, it is not financial value but educational value which constitutes the determining factor in the recommendations dealing with these units. Table 19 provides a summary of these recommendations, and Figure III depicts the school plant situation in graphic form.

It should be readily apparent that not all of these changes can be made immediately although it is possible that a few of them might be made rapidly. However, in view of the usual amount of planning and construction time necessary to allow replacement of these units, about a two-year interval must elapse before a substantial portion of the work can be accomplished. While major initial attention must focus upon the schools scheduled for replacement, it is important that early consideration be given to those three units for which only a limited remaining period of use is recommended. It would be wise to include action to be taken in regard to these units as a phase in the major replacement plan developed for those structures to be retired from use.

A significant problem is represented by the Dunbar Junior High School, which should be scheduled for replacement in a few years. When this replacement time arrives, it might be wise to combine the present Dunbar and Gibbs sites, using Gibbs as a starting point for the new middle school unit.

The Fair Park and Garland units have also reached a stage at which their educational value becomes increasingly less. This presages the necessity for deciding the disposition of these schools in the near future. It may well be that tentative plans for these units can be laid now as a third phase of the major replacement program.

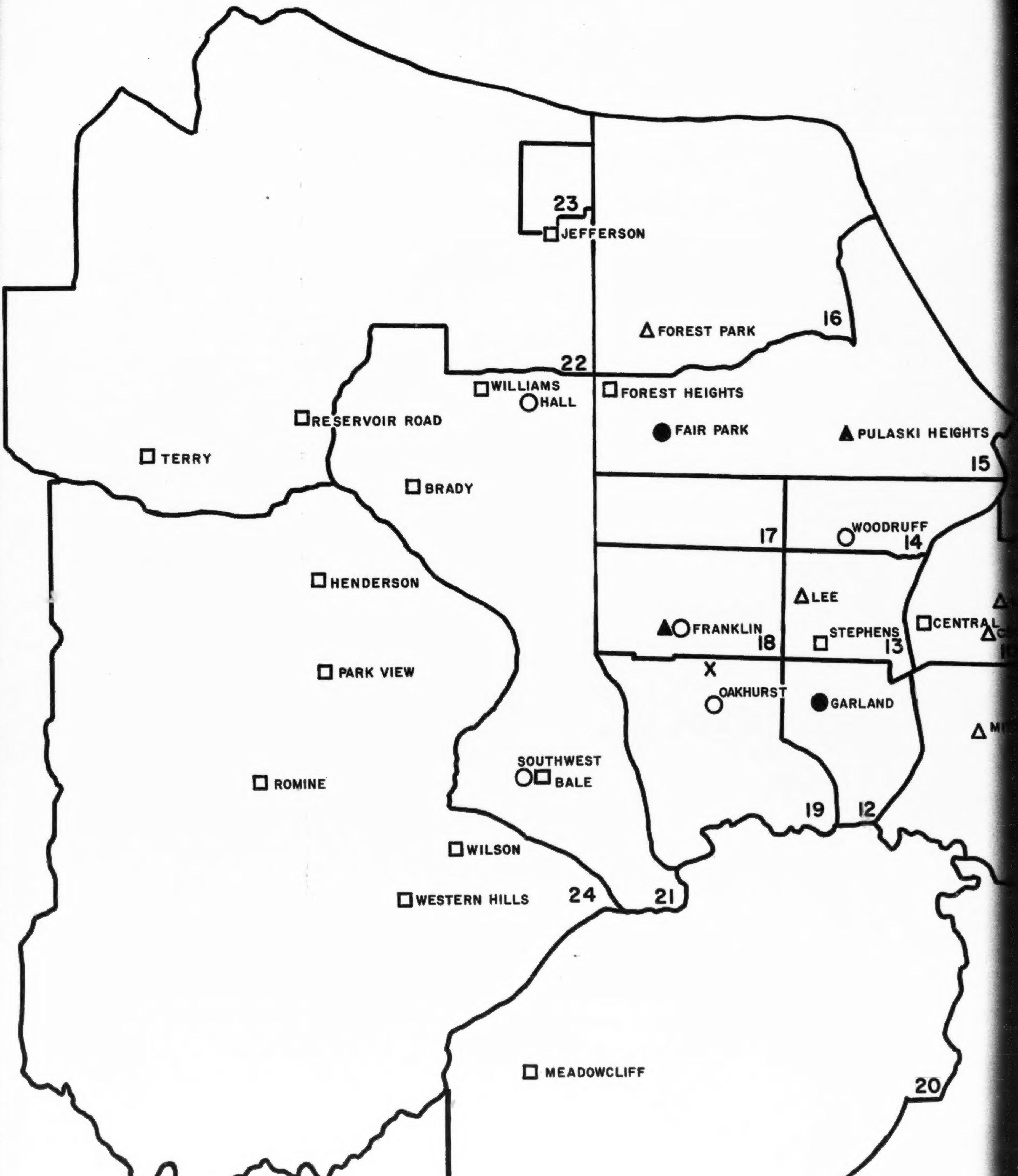
If the recommended action concerning facilities to be abandoned is taken, the problem at these levels becomes one of providing for the necessary student capacity through construction on new sites or additions at existing school units.

Table 19

## CHANGES RECOMMENDED FOR SELECTED ATTENDANCE CENTERS LITTLE ROCK SCHOOL DISTRICT

| School Name | Disposition Recommended | | | |
|---|---|---|---|---|
| | Abandon | Utilize for Limited Time | Major Alteration or Modernization | Improvements Needed |
| Bush | x | | | |
| Carver | x[a] | | | x |
| Centennial | x | | | |
| Fair Park | | x | | |
| Forest Park | x | | | |
| Franklin | | | x | |
| Garland | | x | | |
| Gibbs | | | | x |
| Granite Mountain | | | | x |
| Kramer | x | | | |
| Lee | x | | | |
| Mitchell | x | | | |
| Parham | x | | | |
| Pfeifer | x | | | |
| Pulaski Heights | | | x | |
| Rightsell | x | | | |
| Washington | | | | x |
| Woodruff | | | | x |
| Dunbar J.H.S. | | x | | |
| Pulaski Heights J.H.S. | | | x | |
| Southwest J.H.S. | | | | x |
| West Side J.H.S. | x | | | |
| Central H.S. | | | x | |

[a] 1924 portion


23
JEFFERSON
16
FOREST PARK
22
WILLIAMS
HALL
FOREST HEIGHTS
RESERVOIR ROAD
FAIR PARK
PULASKI HEIGHTS
TERRY
15
BRADY
17
WOODRUFF
14
HENDERSON
LEE
FRANKLIN
18
STEPHENS
13
CENTRAL
PARK VIEW
X
OAKHURST
GARLAND
SOUTHWEST
BALE
ROMINE
19
12
WILSON
WESTERN HILLS
24
21
MEADOWCLIFF
20
METROPOLITAN

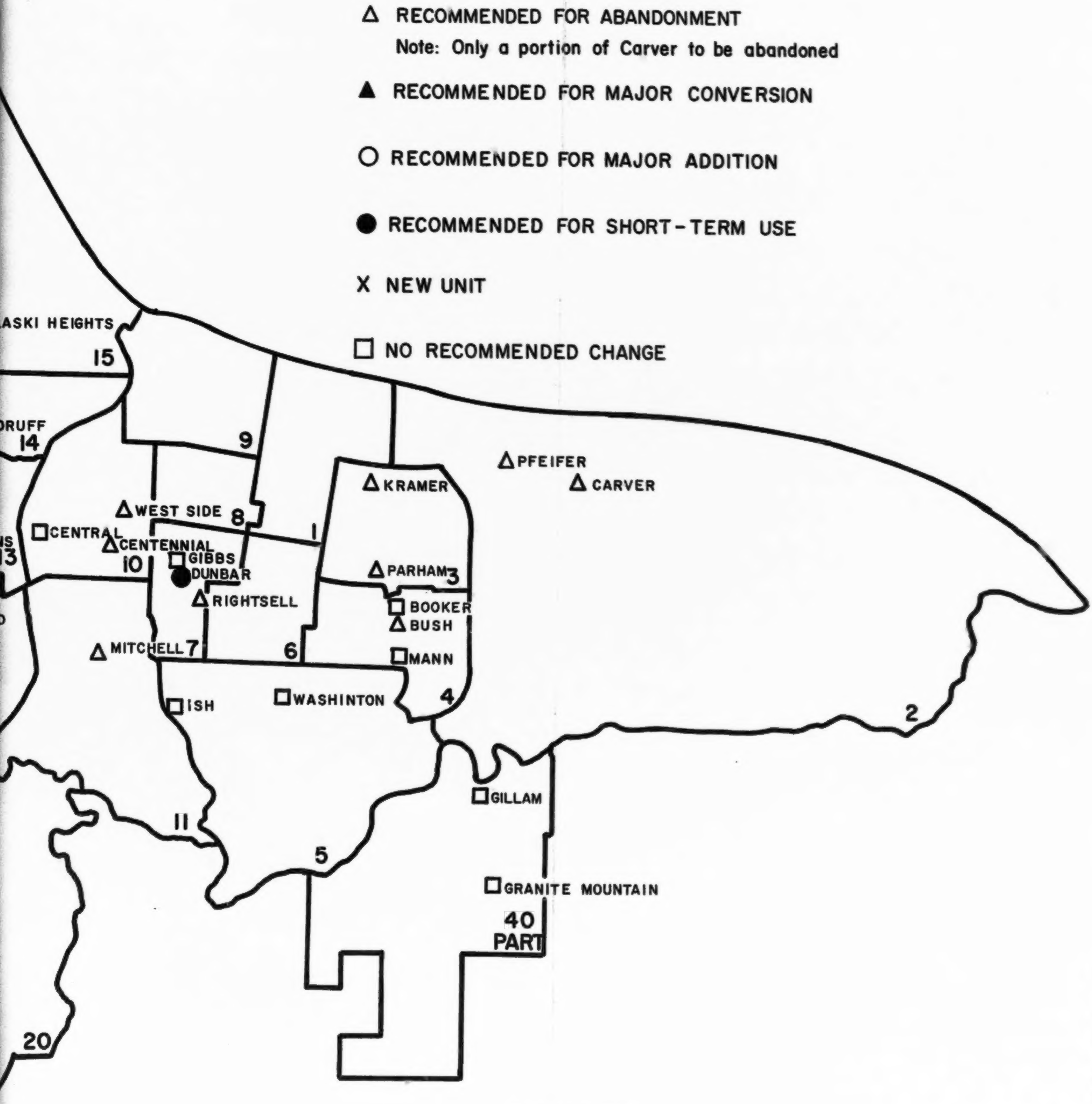

△ RECOMMENDED FOR ABANDONMENT
Note: Only a portion of Carver to be abandoned
▲ RECOMMENDED FOR MAJOR CONVERSION
○ RECOMMENDED FOR MAJOR ADDITION
● RECOMMENDED FOR SHORT-TERM USE
X NEW UNIT
☐ NO RECOMMENDED CHANGE
ASKI HEIGHTS
15
RUFF
14
9
PFEIFER
CARVER
KRAMER
WEST SIDE
8
1
CENTRAL
CENTENNIAL
IS
13
10
GIBBS
DUNBAR
PARHAM
3
RIGHTSELL
BOOKER
BUSH
MITCHELL
7
6
MANN
ISH
WASHINTON
4
2
GILLAM
11
5
GRANITE MOUNTAIN
40
PART
20
ITAN

Figure III
RECOMMENDED CHANGES FOR LITTLE ROCK SCHOOL BUILDINGS

Table 20 details the needs resulting from these changes. It should be noted that the enrollments projected range between a median and a high projection so that the additional capacity needed is not solely a function of abandoned facilities but also includes a significant measure of growth. Further, capacities of existing schools were computed upon a conservative basis. In essence, this table is supplied for illustrative purposes as an indication of the manner in which the necessary component details for activating the plan proposed can be specified.

### Table 20

### SCHOOL CONSTRUCTION NEEDS PROJECTED IN TERMS OF THE PROPOSED PLAN FOR LITTLE ROCK

| Grade Level | Remaining Optimum Capacity[a] | Projected Enrollment Ranges 1969 | Additional Capacity Needed |
|---|---|---|---|
| 1 to 5 | 10,428[b] | 10,515-11,353 | 925 |
| 6 to 8 | 4,890[c] | 6,138- 6,823 | 1,933 |
| 9 to 10 | 4,543[d] | 3,941- 4,398 | 150[e] |
| 11 to 12 | 2,140[d] | 3,345- 3,695 | 1,555[f] |

[a] Based on 95 percent of maximum for elementary and 90 percent for junior and senior high schools.
[b] Capacity of Reservoir Road estimated at 360 maximum.
[c] Capacity of Barrow Road J.H.S. estimated at 900 maximum.
[d] One-half of the Metropolitan-Mann capacity included (790 students).
[e] Replacement of capacity lost through conversion of Franklin and Pulaski Heights.
[f] Expansion at Hall.

Recommendations have already been made for the steps to be taken in providing the needed student capacity at the secondary level. To recapitulate, pairing the Metropolitan and Mann schools to furnish one enlarged vocational-technical facility will more than double the present capacity of Metropolitan. This plan should free sufficient space at Mann to allow the provision of adequate shower and dressing room facilities and the conversion of existing space to provide at least two more physical education stations, preferably devoted to activities of a gymnastic or individual development nature. It will also be necessary to expand the library to develop a functioning instructional materials center. This change will accommodate at the Metropolitan-Mann facility an increased number of students at grade levels 9 to 12 from both Little Rock and adjacent school districts, a capacity increase reportedly badly needed.

Conversion of Hall High School to a senior or graduating unit for the entire district will, with the increase in capacity, provide for the needs of the remaining eleventh and twelfth grade students. More physical education space, library development, and provision of additional specialized instructional units would be a part of this change.

Grades 9 and 10 will be accommodated at Metropolitan-Mann, Central, Pulaski Heights, and Franklin. The Metropolitan-Mann unit would be attended only by those specializing in the vocational-technical area; for all other ninth and tenth grade students the conversion of Pulaski Heights and the conversion of Franklin with the addition of capacity for about 150 more students will provide the necessary housing. Extensive modernization of Central should be accomplished as a part of this work.

At the middle school (grades 6, 7, and 8) level, the existing units of Booker, Dunbar, Forest Heights, Henderson, Southwest, and the new Parkview unit will be utilized. Capacity lost through the conversion of Pulaski Heights and the abandonment of West Side must be replaced. This capacity should quite frankly be planned to encourage integration at this level. As noted earlier in the report, integration at the junior high school level has been limited up to this time. For this reason, if a new unit is built, it should probably be located in the Franklin-Oakhurst area. Further, such a unit should be planned for an initial enrollment of about 1,500 students, again for the purpose of achieving a broader geographical base. The remainder of the needed capacity, to accommodate about 450 students, should be added at Southwest as needed improvements in the facilities there are also made.

At the elementary level (grades 1 to 5), capacity for 925 pupils is needed. It is recommended that this be provided by adding space for 500 at Oakhurst and 500 at Woodruff. The next new elementary school should house about 700 pupils and be located in the central area of the city, perhaps in the Mitchell vicinity. Conceivably, this could entail demolition of the old portion of Mitchell and the enlargement of this school building and site rather than complete abandonment of this attendance center.

These changes would provide schoolhousing for the projected student population of 1969. In actuality, because of the conservative nature of the capacity ratings and the optimistic level of the projections, it is probable that needs for a longer period would be met through these changes.

There is more to the overall problem than providing schoolhousing. The manner in which the school buildings are utilized will determine the district's progress toward its goal of an integrated system. With the proposed plan, at the senior unit level, all students will be in integrated units. At the mid-high school level, it is probable that all three units will be integrated, although the degree achieved will be variable. At the middle and elementary school levels, these changes will result in progress but not complete attainment of the goal. Indeed, short of abandoning existing units and constructing a huge complex in one portion of the district, the aim cannot be achieved only through changes in buildings and their locations. However, two general guides, if adopted, can be applied to further school plant construction which will result in steady, if limited, improvement. First, emphasis in new school construction should be placed more heavily upon units in the urbanized as opposed to the rural or peripheral areas of the city. Such a policy will tend to bring students to the schools rather than take the schools to the students. It will result in a centralized rather than a suburbanized school system. Second, a policy of establishing larger school units should be adopted as the district standard, perhaps 1,000 students at the elementary level, 1,500 to 1,800 at the middle school level, 2,000 to 2,400 at the mid-high level and, for the foreseeable future, provision of only one graduating unit (excepting Metropolitan-Mann). This action will give the broader geographical base for each unit so essential to attaining a community cross-section within the student bodies. As larger numbers attend school at a given unit, provision of both specialized facilities and specialized services becomes more economically feasible and educationally sound.

Two additional techniques, not strictly in the schoolhousing area, are available to the district as methods of encouraging the attainment of a representative cross-section of the community at each school. The first of these, freedom-of-choice, has been dealt with earlier in the report. By reducing the geographical area from which proximity to a unit constitutes guaranteed access, some gains can be made. The second technique is pairing. This is particularly applicable at the elementary school level since these units draw enrollments from a smaller geographical area. It is probable that significant gains at the elementary level can best be realized through application of the pairing technique.

To summarize, the proposed plan calls for abandonment of the neighborhood school concept in favor of the development of a centralized approach with larger enrollments at each attendance center. It also involves restructuring of the grade organization, pairing of schools, and continuation of freedom-of-choice in a slightly altered form. Abandonment of certain outdated units and the expansion of some existing schools are also indicated. The emphasis throughout is upon better educational opportunity as provided by integrated schools, integrated staffs, more specialization of school facilities, and a major extension of special services to children and youth. The ultimate goal is the achievement of an integrated high-quality educational program for all children and youth resident in the Little Rock School District.

# CHAPTER VI

# COSTS AND SCHEDULING OF PROPOSED PLAN

No plan can be considered complete without including both fairly specific data about its cost and a timetable for its implementation. These two factors, time and expense, are not mutually exclusive but are rather closely interdependent. A program entailing heavy capital expenditures can still be adopted by lengthening the time period for its complete enactment. Conversely, reducing the time allowed for complete implementation has the effect of accumulating the costs more rapidly and giving the appearance of heavier expense.

This concluding chapter will deal with the consideration of the expenses involved in the proposal presented earlier and the question of a timetable for implementing the plan. It would be well to consider this chapter as illustrative rather than prescriptive; that is, the information herein furnished is intended to serve as a model for planning the specifics rather than as an unalterable method. Because of the options available to the Board of Directors, it is not really possible at this time to project with any degree of finality the ultimate shape of the financial plan for achieving the proposed changes. By the same token, an exact calendar cannot be accurately established, as yet. However, the attempt to furnish a model for these actions is not a futile exercise if it helps the district approach the problem, plan the strategy, and work out the details of the process. Such a model may serve as a skeletal framework upon which the several features will be placed as they evolve.

## Timetable for the Little Rock Plan

No desirable end is served by withholding action from the question of accepting or rejecting the broad outlines of the proposal itself. Essentially, the plan consists of one major goal and numerous component parts. The major goal is the improvement of the educational program and individual educational opportunity. It is proposed that this goal be achieved through:

1. Integrated school staffs
2. Integrated school populations
3. Strong emphasis upon compensatory education
4. Reorganization of the grade structure
5. Abandonment of obsolete school buildings
6. Construction of new buildings and additions

The goal and the detailed actions intended to work toward its achievement constitute the first focus for decision.

Among the recommended approaches for reaching the above objectives--all subject to examination and decision--are such measures as the following:

1. To achieve integrated school staffs, it is necessary to:
    a. Establish a clear district policy
    b. State the specifics of the policy
    c. Determine a date for implementation of the policy
2. To achieve integrated school populations, it is necessary to:
    a. Establish an affirmative district policy
    b. State the specifics of the policy
    c. Determine a date for implementation of the policy
    d. Determine procedures to be utilized (such as those detailed in the proposal).

3. To establish a strong compensatory education program, it is necessary to:
    a. State an affirmative policy
    b. Determine the extent of the need
    c. Establish the scope and the specifics of the program
    d. Determine a date for implementation of the program
4. To achieve reorganization of the grade structure, it is necessary to:
    a. State an affirmative policy
    b. Determine the district grade organization pattern
    c. Establish a date for implementation of the pattern
    d. Plan and accomplish necessary additions and alterations to buildings
5. To accomplish abandonment of obsolete school buildings, it is necessary to:
    a. Take action specifying buildings to be abandoned
    b. Establish a timetable for such abandonment
6. To plan and construct replacement facilities it is necessary to:
    a. Determine needs
    b. Develop educational specifications
    c. Prepare working drawings
    d. Let bids for construction

It is probably apparent that the process is a continuous chain of decision-making followed by action, resulting in the necessity for more decisions followed by still more action. Furthermore, this process does not occur in a vacuum; neither does time stand still. The normal daily problems of curriculum, of growth, of financial and community support, etc., must receive concurrent attention. Nonetheless, the first decisions are those establishing a general direction; subsequent decisions increasingly narrow the focus to the ultimate level of a single school unit or staff. The first decisions are essentially policy-making decisions; these are followed by decisions designed to implement those policies. These latter are the specific, more concrete decisions which are more likely to entail elements of controversy. A tentative calendar for decision-making is offered in Table 21. The details are certainly subject to change although the changes are more likely to be in terms of the time allocations rather than the order of decision.

This illustration of a timetable is intended to serve only as an example. No attempt has been made to provide a comprehensive coverage of all actions, but rather to provide a list of representative activities and decisions guiding the formulation of the calendar to be developed by district personnel and tailored to the district's plans as they evolve. No such calendar should be viewed as fixed and immutable but should be amenable to change in light of changing circumstances. In this context, it will serve both as a map of the district's intentions and a gauge of the rapidity with which progress in achieving goals is being realized.

## Expenses Entailed

At this point, the costs of the plan can be specified in little more detail than the time schedule. It can be determined, however, that the expenditures entailed fall into three broad categories, (1) costs of compensatory education, (2) transportation expense, and (3) building costs. The latter item is occasioned by expenses both as a direct consequence of the proposal and as a result of the abandonment of obsolete facilities, which should occur regardless of any proposal made. To arrive at any kind of a cost figure in the current, nebulous

## Table 21

## A TENTATIVE TIMETABLE FOR THE LITTLE ROCK PLAN

| Action | Amount of Time (Days) | To Take Effect |
|---|---|---|
| Adoption by the Board of the Outlines of the Plan | 30-60 | June-July, 1967 |
| Policy Statement for Staff Integration<br>Policy Statement for Student Integration<br>Policy Statement for Compensatory Education<br>Policy Statement for Grade Restructuring<br>Policy Statement for Abandoning Obsolete School Buildings | | |
| Determine Implementation Dates | 30-90 | June-August, 1967 |
| Determine Target Dates for Completion of Phases | 180 | November, 1967 |
| Develop Implementing Procedures for Staff Integration | 30-60 | June-July, 1967 |
| Develop Implementing Procedures for Student Integration | 60-90 | July-August, 1967 |
| Plan Scope of Compensatory Education Program | 270 | January, 1968 |
| Plan Specifics of Grade Restructuring | 270 | January, 1968 |
| Determine Schedule for Abandonment of Obsolete Buildings | 180 | November, 1967 |
| Develop Educational Specifications for New Construction | 270 | January, 1968 |
| Planning of Alterations and Additions | 180-270 | July-October, 1968 |
| Planning of Completely New Buildings | 270-360 | October, 1968-January, 1969 |
| Construction of Alterations and Additions | 60-360 | December, 1968-October, 1969 |
| Construction of Completely New Buildings | 270-360 | July-October, 1969 |

state of affairs is to estimate upon an extremely limited knowledge base. However, spelling out in some detail the assumptions and base cost figures upon which the estimates are predicated may enable the district to produce revised and more accurate estimates as realistic bases for its financial decisions. Again, these estimates are furnished only as guides and can be considered, at best, as approximations of the expenses which will be entailed as the details of the finished plan unfold. In addition to establishing broad guidelines, these cost estimates may be useful as the district timetable of implementation is developed, remembering that capital costs can be spread over longer or shorter time periods as indicated by circumstances.

## Compensatory Education

In order to arrive at a cost estimate, certain assumptions are made as to the scope and the expense of an extensive program. Briefly, these assumptions relate to the probable number of students directly involved in these programs and the estimated cost per student. The number of students involved is based upon the proportion of the families in Little Rock in 1959 with incomes less than $2,000. The assumption is made that children from these families would suffer experiential deficiencies. Of the total number of family units, 12.7 percent fell in this category. Converting these figures to racial distributions, 8.5 percent of the white and 32 percent of the Negro families were at this income level. Applying these percentages to the projected 1969 enrollments, a total of 4,344 children would come from these economically underprivileged families. Assuming an expenditure level of $50 per child, a compensatory education fund of some $217,000 is indicated. This report assumes that this new expenditure would be planned in addition to that of the current district level of expense. The program should be established as an extension of existing remedial education programs and specifically designed for children of the underprivileged.

It is important to consider the utilization of this money. On the one hand, it is the obligation of the local district to attempt to meet the educational needs of the children in its care. On the other hand, substantial sums are currently available to assist in activities of this sort. Thus it might be argued that exclusive reliance upon local effort is as unwise as exclusive reliance upon outside sources of support. Some sort of balance should be the goal.

Accordingly, while this level of support for the compensatory program may be the aim, it is possible that a portion of the funds might be set aside as development money to enable not only the planning of experimental programs but also to facilitate the acquisition of funds from other sources. This suggestion should not be taken to imply support for an uncontrolled expenditure of these monies. The aim is to establish a separate fund--one not included in the general fund portion of the budget--as a compensatory education fund. This fund should be subject to the same planning, control, and evaluation processes as are other district funds, but it should also be viewed as a "seed money" type of fund not only to generate additional money but also to stimulate the development of innovative compensatory education activities. For example, beginning such compensatory programs at the preschool level might prove to have more long-term effect than waiting until later in the child's school career.

## Transportation Expense

Given the present state of affairs, cost estimates in the area of transportation are particularly difficult to develop. Among the variables involved are (1) the extent of transportation students themselves will provide, (2) the number of students within some arbitrarily-established walking distance, (3) the extent to which the pairing technique is implemented, and (4) possibilities for subsidizing existing transportation systems.

A possible starting point is the very obvious fact that currently no transportation is provided and yet some 23,000 students are making their way to the schools.

Since the district does not now have a fleet of school buses, the following estimates are based upon the assumption that transportation services will be contracted. The estimates at this point are rough approximations. They should be progressively refined as decisions are made at the school district level.

The expansion of individual school unit sizes to accommodate larger numbers of pupils, plus the narrowing of the grade level range to be served by groupings of schools, has the general effect of increasing the mileage between the school units and the homes to be served. Under the traditional concepts of school district building programs and attendance centers in the more urbanized areas of the nation, transportation between the home and school presented a minimal problem--one often considered to be the responsibility of the home rather than the school. Implementation of the proposed plan implies the re-evaluation of this allocation of responsibility at some grade levels.

Another factor in the plan is the implied responsibility of the district to provide transportation between the "paired" school units of Metropolitan

3

and Mann. The interchange of students between the two units will require comprehensive transportation services during the regular school day.

1. Assumptions underlying cost estimates:
   - a. Between home and school the cost is approximated at $30 per pupil transported for the school year.[1]
   - b. Between Metropolitan and Mann schools
     - (1) Costs are approximated at $.50 per mile.
     - (2) Number of miles per bus per trip (round trip) = 12 miles.
     - (3) Number of buses required
       - (a) $\frac{\text{1300 pupils}}{2}$ = 650 pupils transported one way at one time.
       - (b) 650 pupils + 70 (bus capacity) = 9.
       - (c) Number of round trips per bus = 2.
     - (4) Costs entailed
       - (a) Mileage per bus = 12.
       - (b) Total estimated mileage per day = 12 X 9 X 2 = 216 miles.
2. Number of students to be transported from home to school:
   - a. Elementary schools (Grades 1-5)

     No change in existing policies: home to school transportation to remain a responsibility of the home.
   - b. Middle schools (Grades 6-7-8)

     The 1969 projected (high) enrollment for the middle schools, (grades 6,7,8), at the combined units of Booker, Dunbar, Forest Heights, Henderson, Southwest, Parkview, and the proposed unit in the Franklin-Oakhurst area was 6,823 pupils.

---

[1] Statistical Summary for the Public Schools of Arkansas, 1964-65. Prepared by: Thelma Spinnenweber, Supervisor of Records and Reports, Department of Education; A. W. Ford, Commissioner of Education, Little Rock, Arkansas; p. 24. (1964-65 cost per pupil adjusted to 1966 economic conditions by applying a 13.7% increase per pupil)

Available data for Arkansas[2] indicate that approximately 50 percent of pupils in average daily attendance are transported. However, the units listed above are located in predominantly residential areas, in which a higher percentage of the pupils could be expected to walk to school under a one-mile radius or other specified transportation policy. For this reason, a 30 percent factor was arbitrarily chosen for purposes of estimating transportation costs. Thirty percent of the projected number of students is about 2,050 students. At $30 per pupil-year the cost is $61,500.

c. Mid-high schools (Grades 9-10)

Centralizing grade 9-10 school units would have the effect of increasing the distance between the schools and homes. For this reason the average percentage of transported students (50%) was considered conservative in estimating transportation costs for this grade grouping. The rate of 60 percent was arbitrarily chosen to estimate costs, assuming a 1½ mile radius transportation policy.

---

[2] Ibid., p. 24.

The three proposed 9-10 units--Central, Pulaski, and Franklin--are projected to accommodate approximately 4,400 students by 1969 (high estimate). Sixty percent of 4,400 students means 2,640 students transported. At $30 per pupil-year the cost is $79,200.

d. Metropolitan-Mann (Grades 9-12)

Only the district students were considered in estimating home to school transportation costs for these units. It is assumed that parent-districts of non-resident pupils at Metropolitan either do or will provide transportation. Although the location of the Metropolitan unit is somewhat isolated, an assumption of 30 percent transportation appears reasonable since Mann is not isolated and the units also house the older students in grades 11 and 12.

The projected number of Little Rock students at Metropolitan in 1969 (high estimate) was approximately 1,300. Thirty percent of 1,300 gives the estimated number of students transported as 390. At $30 per pupil-year this amounts to a cost of $11,700.

The second item of transportation cost at this unit will be due to the inter-unit movement of students. Based upon a daily mileage of 216 at $.50 per mile, the annual cost (180 days) is $19,440.

e. Senior or Graduating Unit (Grades 11-12)

The estimates for Hall assume a rate of home-to-school transportation above the state average because of the centralization factor. Thus a rate of 65 percent transported was assumed, utilizing a 1½ mile radius non-transporting policy. Since these students are older and more likely to provide their own transportation, the assumed percentage requiring transportation may be high.

Assuming an enrollment of about 3,100 students in 1969 (high projection), 65 percent (or 2,015 students) would approximate the number transported. Applying the $30 per pupil-year rate to this figure results in a cost of $60,450.

Costs cannot be reasonably estimated at this time for any transportation involved in pairing at the elementary school level. It is perhaps sufficient to state that some expense will be entailed because of such pairing if the district moves to integrate its schools completely.

It is important to underscore the fact that these estimates are only approximate at present. The prime function they serve is to delineate some aspects of the costs entailed in the plan as proposed. These cost figures should be re-evaluated and adjusted as a result of specific decisions made at the local level.

## Building Expense

The third phase of the cost picture is that concerned with school plant facilities. As noted earlier, the problem here is made up of both the replacement of obsolete units and the construction needed to activate the proposed plan. If the matter of obsolete units is dealt with first, the costs entailed are related to the two factors of disposition costs and replacement costs. Table 19 listed by name those schools recommended for replacement. This list was comprised of nine complete elementary schools, a portion of another, and one junior high school. These units are listed again in Table 22 with additional pertinent data. It should be underscored that these are obsolete structures, no longer particularly suited to the instructional program housed.

By disposition costs is meant the expenses involved in the sale or demolition of the structures. Certain expenses such as title search, advertisements for bids, attorney fees, etc., are normal costs incurred in such transactions. They should be an anticipated and accepted cost of accomplishing the abandonment of old units.

Demolition costs occasionally arise when a structure is a deterrent to the sale of property. Most of the old units will contain little salvageable material since cost of reclaiming the items may exceed their value. In such cases, it may be necessary to demolish and remove the structure before the sites can be sold. The expense involved would constitute demolition cost.

The sites of these expendable units are not large. No site exceeds three acres in size. Further, in most instances the salvage value is estimated as low. Exceptions do exist, notably Pfeifer which might be turned to other uses and the newer portions of some units such as Mitchell. Conversely,

Table 22

SCHOOLS RECOMMENDED FOR ABANDONMENT
LITTLE ROCK

| School | Maximum Capacity | Optimum Capacity | 1966 Enrollment | Site Size (Acres) | Initial Construction Date |
|---|---|---|---|---|---|
| Bush | 220 | 209 | 203 | 2.8 | 1891 |
| Carver[a] | 196 | 186 | 230 | 5.4 | 1924 |
| Centennial | 309 | 293 | 267 | 2.8 | 1897 |
| Forest Park | 570 | 541 | 490 | 2.8 | 1913 |
| Kramer | 337 | 320 | 212 | 2.8 | 1895 |
| Lee | 414 | 393 | 332 | 2.8 | 1906 |
| Mitchell | 325 | 309 | 320 | 2.8 | 1908 |
| Parham | 375 | 356 | 326 | 2.8 | 1909 |
| Pfeifer | 150 | 142 | 183 | 2.8 | 1929 |
| Rightsell | 493 | 468 | 457 | 2.8 | 1906 |
| Total | 3,389 | 3,217 | 3,021 | | |
| West Side | 860 | 770 | 957 | 2.8 | 1919 |
| Grand Total | 4,249 | 3,987 | 3,978 | | |

---

[a] Old portion only.

demolition costs for several of the units, such as Bush, would probably be low and the value of such sites as West Side should be reasonably high. All in all, it is estimated that the disposition and demolition costs would be more than offset by proceeds derived from the sale of the units.

Replacement costs, however, are another matter. It is unlikely that sufficient revenue will be realized from the sale of the abandoned properties to constitute more than a token payment upon their replacement. Consequently, it is necessary to assume that the entire cost of replacement must be borne by the local district.

Accurate determination of building costs, prior to the establishment of the design concept, is an impossible task. At this point, estimates can only be based upon some such standard index as average cost per child. This, too, varies by area since it is heavily dependent upon availability of skilled manpower, necessary materials and equipment as well as upon potential problems inherent in the site or in the construction schedule. Accordingly, this estimate will be based only upon a general cost figure per student for each level of school structure. As the building program takes shape, these costs should be updated to reflect more accurately the true state of affairs.

At the senior high or graduating school level (grades 11 and 12), planned to be housed in Hall, the figure selected is $2,000 per student. To provide an additional capacity of about 1,600 students the total cost will amount to $3,200,000.

The mid-high schools (grades 9 and 10) are assumed to require a cost per student of $1,800. With additional capacity required for 150 students, the total amounts to $270,000.

At the middle school level (grades 6 to 8) the costs are assumed to be $1,500 per student. To accommodate the 1,900 students necessary at this level, $2,850,000 will be required.

Costs at the elementary school level are less. For grades 1 to 5, per student costs are assumed to be $1,100. For the 925 pupils this total is $1,017,500.

Another factor, which should be considered as a part of the overall building problem, is the need for alteration and modernization of existing units. This is doubly difficult to estimate with any degree of accuracy, yet some recognition must be given to the need. Those units identified in Table 19 as requiring modernization, alteration or improvement fall into this category. An average figure of $300 per student, based on optimum student capacity, has been arbitrarily selected as a basis for estimating cost. The total optimum capacity of these units is 7,903. At $300 per pupil, the modernization cost is $2,250,900.

It should be reiterated that these estimates at present are guidelines. There is no intent that they be considered ultimates in final details of the plan's cost. Some reductions in these figures are probable as building designs evolve.

For convenience, and as a summary of the total operating and capital outlay costs herein estimated, Table 23 is supplied.

Thus, if the district embarks upon a thorough-going effort, an expenditure of about ten million dollars is indicated, most of this amount in the capital outlay portion of the budget. While a significant expenditure is represented, the district does have the legal bonding capacity to meet the costs. The important question is whether or not it also has the willingness to meet the cost.

### Table 23

### APPROXIMATE COSTS FOR THE PLAN PROPOSED FOR LITTLE ROCK

| Phase | Number of Children | Cost per Child | Total |
|---|---|---|---|
| Operating Expenses: | | | |
| Compensatory Education | 4,344 | $ 50 | $ 217,000 |
| Transportation | | | |
| Home-to-School | 6,705 | 30 | 201,150 |
| Pairing (Metropolitan-Mann) | 108 | -- | 19,440 |
| | | Sub-Total | $ 437,590 |
| Capital Outlay Expenses: | | | |
| Buildings | | | |
| Demolition and Disposition | -- | -- | -- |
| Senior High School | 1,600 | 2,000 | 3,200,000 |
| Mid-High School | 150 | 1,800 | 270,000 |
| Middle School | 1,900 | 1,300 | 2,850,000 |
| Elementary School | 925 | 1,100 | 1,017,500 |
| Modernization | 7,903 | 300 | 2,250,900 |
| | | Sub-Total | $ 9,588,400 |
| | | Grand Total | $10,025,990 |

# APPENDIX A

# GENERAL INFORMATION

## PROFESSIONAL STAFF INTERVIEW SCHEDULE*
## LITTLE ROCK

1. Sex: ____Male

____Female

2. Race: ____Caucasian

____Negro

____Other

3. Marital Status:

____Married (or have been)

____Single

4. Occupation of spouse________________________________

5. ____Number of persons for whom you are economically responsible?

6. ____Age

7. Birthplace:________________________________

Where did you spend most of your pre-adult life?________________

________________________________________________

8. Highest degree:

| Highest degree | College Attended | (Size and Location) | College Granting Degree |
|---|---|---|---|
| ____Less than a B.A. | ______________ | | ______________ |
| ____B.A. | ______________ | | ______________ |
| ____B.A.+ | ______________ | | ______________ |
| ____M.A. | ______________ | | ______________ |
| ____M.A.+ | ______________ | | ______________ |

9. Undergraduate Major________________________________

Undergraduate Minor(s)________________________________

Graduate Major________________________________

Graduate Minor________________________________

10. When did you take your last college class for credit?______________

What course(s) was it (subject area)?______________________

---

*Major credit for construction of this questionnaire goes to Dr. Milford Cottrell Post-Doctoral Fellow, School of Education.

11. Type of position held: (Percentage of time)

_____Classroom teacher

_____Administrator

_____Counseling

_____Special Education

_____Other. Please explain______________________________

12. Level of position:

_____Primary (K-3)

_____Intermediate (4-6)

_____Junior High School (7-9)

_____Senior High School (10-12)

_____Other. Please explain______________________________

13. If teacher in other than elementary, ask for teaching area (s)______

____________________________________________________

14. Are the students in your class (es): [if an administrator, ask for the composition of the school] (we are asking for the number of students in each category)

_____All or nearly all Negro

_____All or nearly all white

_____Majority Negro

_____Majority white

_____About equal

15. __________ Average class size (if administrator--size of school)

16. _____Total years of professional certificated experience.

17. _____Total years of professional certificated experience in Little Rock.

18. What other work experiences have you had in addition to teaching--armed forces, business, salesmanship, etc.?

____________________________________________________

____________________________________________________

19. Do you have a job other than teaching?

____Yes

____No

If yes, what type of job and on what basis (i.e. weekly or during summer vacation)?

______________________________________________

______________________________________________

20. How extensively have you traveled? Within your state, other states, the United States, foreign countries? Time? Purpose? Extent?

______________________________________________

______________________________________________

______________________________________________

21. For what reason (s) do you teach? (Why in Little Rock ?)

______________________________________________

______________________________________________

______________________________________________

22. If you were to seek a new teaching position, in what section of the country (or state) would you look and why?

______________________________________________

______________________________________________

______________________________________________

23. What type of community and why?

______________________________________________

______________________________________________

______________________________________________

24. Would you prefer to teach (Check A or B in each case). *

_____A. a class of all white children
or
_____B. a class of all Negro children?

_____A. a class of highly motivated all Negro children
or
_____B. a class of average motivated all white children?

_____A. a class of all white children
or
_____B. a class containing both white and Negro children?

_____A. a class containing both white and Negro children
or
_____B. a class containing only Negro children?

25. Generally speaking, the average Negro child's intelligence (innate ability) is:

_____A. below that of the average white child

_____B. comparable to that of the average white child

_____C. above that of the average white child

26. With regard to motivation, white children are:

_____A. easier to motivate than Negro children

_____B. motivated with about the same effort as is necessary to motivate Negro children

_____C. are more difficult to motivate than are Negro children

27. School integration in Little Rock

_____A. has gone further than it should

_____B. is about where it should be

_____C. needs to be extended

28. Two people, a white person and a Negro, are of comparable intelligence and motivation. From which will society achieve the greatest return on the education dollar? Why?_______________________________________

_______________________________________________________

_______________________________________________________

---

* See Insert 24A, B, and C, following page.

(Insert)

24 A If you had the opportunity of organizing the ideal classroom for optimum learning on the part of the student, how would this class be constituted with respect to race and socio-economic factors?

24 B How well do you know your students?

24 C Through what media has this knowledge come?

29. If you were a member of the school board in Little Rock, (with regard to integration) you would:

30. If you were the superintendent of schools in Little Rock, (with regard to integration) you would:

31. If you were the principal of this school, (with regard to integration) you would (Do not ask the principal of the building this question):

32. What is your greatest need in being able to meet successfully your task in an integrated school?

33. If you had an opportunity to return to college and take any course(s) you wanted, which course (s) would you take to improve your ability to perform your task in an integrated school?

34. The biggest difference between teaching in an integrated classroom and a segregated classroom is

35. In your mind, identify (either hypothetically or in reality) the teacher you consider "best prepared" to teach in an integrated classroom. Describe why he is "best prepared." What qualities or characteristics does he have which your second and third choice does not have?

36. Name two or three qualities or characteristics least desirable in a teacher for an integrated classroom -- though these might be acceptable for a teacher in a segregated school.

__________________________________________________________

__________________________________________________________

37. Which of the following best describes your preparation to teach in an integrated classroom?

_____A. Well-prepared

_____B. Adequately prepared

_____C. Mediocre preparation (we might use the words "fair" or "average")

_____D. Poorly prepared

_____E. Extremely ill-prepared

38. Which of the following best describes the faculty of your school with regard to preparation to teach in an integrated classroom?

_____A. Well-prepared

_____B. Adequately prepared

_____C. Mediocre preparation (we might use the words "fair" or "average")

_____D. Poorly prepared

_____E. Extremely ill-prepared

39. Is the preparation of the faculty to teach in an integrated classroom such that you would recommend more of the school district's money be spent in inservice preparation programs even if this meant a cutback in other parts of the school budget?

_____Yes

_____No

40. If you were the superintendent and if the school board agreed to finance an inservice training program to improve the ability of teachers of Little Rock to teach in integrated classrooms, what program would you recommend? Why?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

41. **How has integration affected your classroom?**

____________________________________________

____________________________________________

____________________________________________

42. **When a student brings up a question about integration in the class, how do you handle it?**

____________________________________________

____________________________________________

____________________________________________

43. a. **Have parents complained to you about integration?**

_____Yes

_____No

b. **How do you handle their complaints?**

____________________________________________

____________________________________________

____________________________________________

44. **How are matters pertaining to racial differences handled in the curriculum of your grade level (subject area)?**

____________________________________________

____________________________________________

____________________________________________

45. **What do you believe is the general purpose(s) of civil rights legislation?**

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

46. a. What are the Congress and the supporters of this legislation trying to accomplish in the Nation? ____________________

____________________

b. Will this (these) general purpose(s) be achieved? How soon do you think?

____________________

47. To what extent (and in what areas), if any, has the Federal Government moved too rapidly? ____________________

____________________

48. a. What is your impression of the "mood" of the professional staff of the Little Rock Schools with relation to the direction the Federal Government has taken on civil rights? ____________________

____________________

b. The community at large? ____________________

____________________

49. As Little Rock continues to integrate its schools, what do you expect to see? ____________________

____________________

50. a. The strength of the curriculum (the scope of curriculum) in the Little Rock Schools is: ____________________

____________________

b. The weakness of the curriculum (the scope of curriculum) in the Little Rock Schools is: ____________________

____________________

51. As a greater percentage of Little Rock's population (particularly Negro) completes high school it will become evident that:

____________________

____________________

____________________

52. What might Little Rock schools do in order to minimize the drop-out rate?

____________________

____________________

____________________

## HOUSING CHARACTERISTICS--1960
## LITTLE ROCK

| Census Tract | Population per Household—1960 | | | Housing Occupancy Characteristics--1960 | | | | | | | | | Value & Rent of Housing Units --1960 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Owner Occupied | | | Renter Occupied | | | Total Occup. Houses | | | | |
| | White | Non-White | Total | White | Non-White | Total | White | Non-White | Total | | % Wh. Occupied Which are Owned | % Non-Wh. Occupied Which are Owned | Median Value of Owner Occupied Housing Units | Median Gross Rent of Renter Occ. Housing Units |
| * 1 | 1.71 | 0 | 1.71 | 116 | 9 | 125 | 1,211 | 64 | 1,275 | 1,400 | 8.7 | 0 | 17,400 | $ 50 |
| Δ 2 | 3.58 | 4.25 | 4.01 | 316 | 491 | 807 | 276 | 550 | 826 | 1,633 | 53.4 | 47.2 | 6,300 | 45 |
| 3 | 2.58 | 3.32 | 2.65 | 554 | 78 | 632 | 1,325 | 110 | 1,435 | 2,067 | 29.5 | 41.5 | 9,700 | 60 |
| 4 | 2.94 | 3.32 | 3.06 | 269 | 108 | 377 | 250 | 111 | 361 | 738 | 51.8 | 49.3 | 8,000 | 57 |
| 5 | 2.68 | 3.64 | 3.33 | 335 | 641 | 976 | 183 | 417 | 600 | 1,576 | 64.7 | 60.6 | 8,100 | 49 |
| * 6 | 2.36 | 0 | 2.36 | 538 | 32 | 570 | 1,139 | 59 | 1,198 | 1,768 | 32.1 | 0 | 12,400 | 68 |
| Δ 7 | 2.66 | 3.06 | 2.97 | 91 | 427 | 518 | 172 | 442 | 614 | 1,132 | 34.6 | 49.1 | 8,500 | 53 |
| Δ 8 | 2.56 | 2.85 | 2.82 | 19 | 285 | 304 | 87 | 796 | 883 | 1,187 | 17.9 | 26.4 | 8,900 | 46 |
| * 9 | 1.97 | 0 | 1.97 | 206 | 1 | 207 | 1,081 | 11 | 1,692 | 1,299 | 16.0 | 0 | 12,500 | 56 |
| 10 | 2.47 | 3.14 | 2.58 | 745 | 163 | 908 | 1,032 | 182 | 1,214 | 2,122 | 41.9 | 47.2 | 9,200 | 64 |
| 11 | 2.90 | 3.46 | 3.05 | 786 | 324 | 1,110 | 629 | 189 | 818 | 1,928 | 55.5 | 63.2 | 9,400 | 58 |
| *12 | 2.97 | 0 | 2.97 | 593 | 2 | 595 | 377 | 2 | 379 | 974 | 61.1 | 0 | 8,100 | 68 |
| 13 | 2.87 | 3.65 | 3.06 | 886 | 324 | 1,210 | 586 | 119 | 705 | 1,915 | 60.2 | 73.1 | 8,200 | 63 |
| *14 | 2.76 | 0 | 2.76 | 1,009 | 72 | 1,081 | 622 | 27 | 649 | 1,730 | 61.9 | 0 | 10,100 | 72 |
| *15 | 2.84 | 0 | 2.84 | 2,079 | 0 | 2,079 | 1,104 | 10 | 1,114 | 3,193 | 65.3 | 0 | 13,000 | 88 |
| *16 | 2.88 | 0 | 2.88 | 1,549 | 2 | 1,551 | 406 | 63 | 469 | 2,020 | 79.2 | 0 | 19,300 | 107 |
| 17 | 2.27 | 0 | 2.27 | 3 | 0 | 3 | 101 | 2 | 103 | 106 | 3.0 | 0 | 0 | 0 |
| *18 | 3.28 | 3.65 | 3.32 | 1,436 | 114 | 1,550 | 563 | 75 | 638 | 2,188 | 71.8 | 60.3 | 11,800 | 57 |
| *19 | 3.28 | 3.76 | 3.32 | 1,316 | 97 | 1,413 | 455 | 49 | 504 | 1,917 | 74.3 | 66.4 | 9,000 | 71 |
| *20 | 3.56 | 0 | 3.56 | 1,306 | 1 | 1,307 | 164 | 1 | 165 | 1,472 | 88.8 | 0 | 12,300 | 0 |
| *21 | 3.47 | 0 | 3.47 | 1,676 | 43 | 1,719 | 390 | 43 | 433 | 2,152 | 81.1 | 0 | 17,900 | 100 |
| *22 | 3.29 | 0 | 3.29 | 1,640 | 19 | 1,659 | 305 | 8 | 313 | 1,972 | 84.3 | 0 | 17,500 | 94 |
| *24 | 3.61 | 3.99 | 3.63 | 1,771 | 99 | 1,870 | 424 | 46 | 470 | 2,340 | 80.7 | 68.3 | 8,900 | 68 |
| Δ40 (Pt.) | 3.91 | 4.87 | 4.81 | 18 | 107 | 125 | 16 | 356 | 372 | 497 | 0 | 23.1 | 11,200 | 39 |
| Total Study Area | | | | | | | | | | | | | | |
| Total Excl. 20,21,22,24 | 2.90 | 3.63 | 3.02 | 19,257 | 3,439 | 22,696 | 12,898 | 3,732 | 16,630 | 39,326 | 59.9 | 48.0 | 11,500[5] | 61[5] |

[5] For tracts and parts of tracts inside 1960 corporate limits of Little Rock.

*Tracts having less than 10% non-white population.

ΔTracts having more than 50% non-white population.

# APPENDIX B

# POPULATION INFORMATION

## POPULATION CHARACTERISTICS
## LITTLE ROCK

| Census Tract | Population | | | | | | | | | | | | Population Change | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1960[1] (April 1) | | | | | 1964[2] (June 8) | | | | | 1970[3] (Est.) | 1980[3] (Est.) | 1960-1964 | | | 1964-1970 | 1970-1980 |
| | White | Non-White | Total | % of Tract Non-White | % of Total Non-White | White | Non-White | Total | % of Tract Non-White | % of Total Non-White | Est. Total Population | Est. Total Population | White | Non-White | Total | Total | Total |
| * 1 | 2,428 | 209 | 2,637 | 7.9 | 0.8 | 1,821 | 131 | 1,952 | 6.7 | 0.5 | 1,500 | 1,500 | - 25.0 | - 37.3 | - 26.0 | - 23.2 | 0 |
| Δ 2 | 2,132 | 4,428 | 6,560 | 67.5 | 16.7 | 1,784 | 4,966 | 6,750 | 73.6 | 17.8 | 5,405 | 4,560 | - 16.3 | + 12.1 | + 2.9 | - 19.9 | - 15.6 |
| 3 | 5,110 | 631 | 5,741 | 11.0 | 2.4 | 4,045 | 514 | 4,559 | 11.3 | 1.8 | 5,688 | 5,635 | - 20.8 | - 10.6 | - 20.6 | + 24.8 | - 0.1 |
| 4 | 1,694 | 760 | 2,454 | 31.0 | 2.9 | 1,540 | 829 | 2,369 | 35.0 | 3.0 | 2,434 | 2,404 | - 9.1 | + 9.1 | - 3.5 | + 2.7 | - 1.2 |
| Δ 5 | 1,391 | 3,870 | 5,261 | 73.6 | 14.6 | 879 | 4,445 | 5,324 | 83.5 | 15.9 | 5,240 | 5,220 | - 36.8 | + 14.9 | + 1.2 | - 1.6 | - 0.4 |
| * 6 | 4,216 | 244 | 4,460 | 5.5 | 0.9 | 3,691 | 632 | 4,323 | 14.6 | 2.3 | 4,431 | 4,402 | - 12.5 | +259.0 | - 3.1 | + 2.5 | - 0.7 |
| Δ 7 | 754 | 2,672 | 3,426 | 78.0 | 10.1 | 414 | 2,966 | 3,380 | 87.8 | 10.6 | 3,373 | 3,320 | - 45.1 | + 11.0 | - 1.4 | 0 | - 1.6 |
| Δ 8 | 272 | 3,358 | 3,630 | 92.5 | 12.7 | 163 | 1,434 | 1,597 | 89.8 | 5.1 | 3,572 | 3,514 | - 40.1 | - 57.3 | - 56.0 | +123.7 | - 1.6 |
| * 9 | 2,552 | 21 | 2,573 | 0.8 | 0.1 | 2,166 | 44 | 2,210 | 2.0 | 0.2 | 2,053 | 2,050 | - 15.1 | +109.5 | - 14.1 | - 6.7 | - 0.6 |
| 10 | 4,741 | 1,172 | 5,913 | 19.8 | 4.4 | 4,332 | 1,136 | 5,468 | 20.8 | 4.1 | 5,875 | 5,837 | - 8.6 | - 3.1 | - 7.5 | + 7.4 | - 0.7 |
| 11 | 4,118 | 1,782 | 5,900 | 30.2 | 6.7 | 3,353 | 2,965 | 6,318 | 46.9 | 10.6 | 5,887 | 5,874 | - 18.6 | + 66.4 | + 7.1 | - 6.8 | - 0.2 |
| *12 | 3,076 | 49 | 3,125 | 1.6 | 0.2 | 2,826 | 46 | 2,872 | 1.6 | 0.2 | 3,218 | 3,311 | - 8.1 | - 6.1 | - 8.1 | + 12.0 | + 2.9 |
| 13 | 4,266 | 1,622 | 5,888 | 27.5 | 6.1 | 3,578 | 2,199 | 5,777 | 38.1 | 7.9 | 6,035 | 6,182 | - 16.1 | + 35.6 | - 1.9 | + 4.5 | + 2.4 |
| *14 | 4,505 | 272 | 4,777 | 5.7 | 1.0 | 4,045 | 221 | 4,266 | 5.2 | 0.8 | 4,825 | 4,873 | - 10.2 | - 18.8 | - 10.7 | + 13.1 | + 1.0 |
| *15 | 9,425 | 30 | 9,455 | 0.3 | 0.1 | 9,343 | 25 | 9,368 | 0.3 | 0.1 | 9,719 | 9,900 | - 0.9 | - 16.7 | - 1.0 | + 3.7 | + 1.9 |
| *16 | 5,902 | 96 | 5,998 | 0.0 | 0.4 | 5,808 | 66 | 5,874 | 1.1 | 0.2 | 6,628 | 7,228 | - 1.6 | - 31.3 | - 2.1 | + 12.8 | + 9.1 |
| 17 | 1,410 | 599 | 2,009 | 29.8 | 2.3 | 1,255 | 91 | 1,346 | 6.8 | 0.3 | 2,089 | 2,180 | - 11.0 | - 84.8 | - 33.0 | + 55.2 | + 4.4 |
| *18 | 6,568 | 707 | 7,275 | 9.7 | 2.7 | 6,320 | 719 | 7,039 | 10.2 | 2.6 | 7,362 | 7,643 | - 3.8 | + 1.7 | - 3.3 | + 4.6 | + 3.8 |
| *19 | 5,894 | 640 | 6,534 | 9.8 | 2.4 | 5,522 | 640 | 6,162 | 10.4 | 2.3 | 6,796 | 6,864 | - 6.3 | 0 | - 5.7 | + 10.3 | + 1.0 |
| *20 | 5,231 | 7 | 5,238 | 0.0 | 0.0 | 8,321 | 4 | 8,325 | 0.0 | 0.0 | 13,081 | 20,820 | + 59.1 | - 42.9 | + 58.9 | + 57.1 | + 59.2 |
| *21 | 7,192 | 362 | 7,554 | 4.8 | 1.4 | 12,084 | 316 | 12,400 | 2.5 | 1.1 | 14,106 | 18,782 | + 68.0 | - 12.9 | + 64.2 | + 13.8 | + 33.1 |
| *22 | 6,385 | 106 | 6,491 | 1.6 | 0.4 | 8,716 | 59 | 8,755 | 0.7 | 0.2 | 21,176 | 31,831 | + 36.5 | - 42.7 | + 35.2 | +141.3 | + 50.3 |
| *24 | 7,985 | 594 | 8,579 | 6.9 | 2.2 | 8,586 | 886 | 9,472 | 9.4 | 3.2 | 14,338 | 22,200 | + 7.5 | + 49.2 | + 10.4 | + 51.4 | + 54.8 |
| Δ40 (Pt.) | 144 | 2,278 | 2,422 | 94.1 | 8.6 | 62 | 2,549 | 2,611 | 97.6 | 9.1 | N.A. | N.A. | - 57.0 | + 11.9 | + 7.8 | N.A. | N.A. |
| Total Study Area | 97,391 | 26,509 | 123,900 | 21.4 | 100.0 | 100,654 | 27,883 | 128,537 | 21.5 | 100.0 | 154,841[4] | 186,130[4] | + 3.4 | + 5.2 | + 3.7 | + 23.0[4] | + 20.2[4] |
| Total Excl. 20,21,22,24 | 70,598 | 25,440 | 96,038 | 26.5 | | 62,947 | 26,618 | 89,565 | 29.7 | | 92,140[4] | 105,066[4] | - 10.8 | + 4.6 | - 6.8 | + 2.8 | + 14.0 |

---

[1] U.S. Census of Population--1960, Table P-1.

[2] Special Census of Little Rock--1964, U.S. Bureau of Census, Table 2.
Totals indicated for Tracts 2, 20, 22, 24, have been expanded slightly to approximate 1960 tract boundaries.

[3] Estimates by Metropolitan Area Planning Commission.

[4] Excludes Tract 40

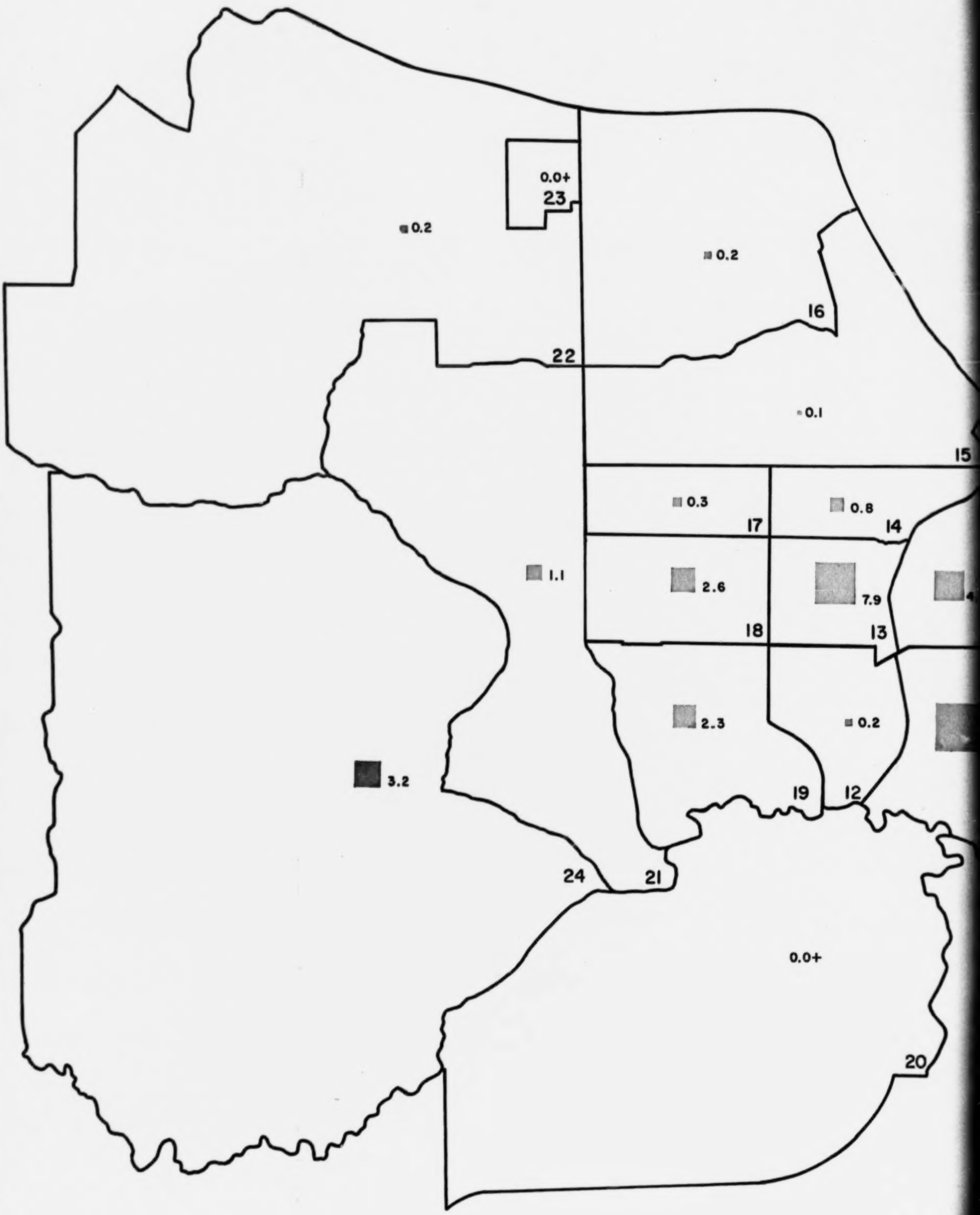
*Tracts having less than 10% non-white population.

ΔTracts having more than 50% non-white population.

## DISTRIBUTION OF SCHOOL AGE GROUPS
## LITTLE ROCK

| Census Tract | 6-9 Years | | | | | 6-14 Years | | | | | 6-17 Years | | | | | Median Age Total Population | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | White | Non-White | Total | % of Tract Non-White | % of Total Non-White | White | Non-White | Total | % of Tract Non-White | % of Total Non-White | White | Non-White | Total | % of Tract Non-White | % of Total Non-White | White | Non-White | Total |
| 1 | 25 | 8 | 33 | 24 | - | 57 | 17 | 74 | 23 | - | 119 | 19 | 138 | 14 | - | 43.5 | 43.6 | 43.5 |
| 2 | 170 | 606 | 776 | 78 | 21 | 328 | 1,243 | 1,571 | 79 | 21 | 420 | 1,531 | 1,951 | 78 | 20 | 24.5 | 17.4 | 19.1 |
| 3 | 207 | 43 | 250 | 17 | 2 | 486 | 92 | 578 | 16 | 2 | 655 | 116 | 771 | 15 | 2 | 33.5 | 32.6 | 33.4 |
| 4 | 62 | 74 | 136 | 54 | 3 | 148 | 160 | 308 | 52 | 3 | 200 | 203 | 403 | 50 | 3 | 37.7 | 29.9 | 35.4 |
| 5 | 42 | 452 | 494 | 91 | 16 | 86 | 945 | 1,031 | 92 | 16 | 118 | 1,213 | 1,331 | 91 | 16 | 37.4 | 23.7 | 25.6 |
| 6 | 106 | 40 | 146 | 27 | 1 | 237 | 97 | 334 | 29 | 2 | 340 | 131 | 471 | 28 | 2 | 41.5 | 30.9 | 40.1 |
| 7 | 13 | 228 | 241 | 95 | 8 | 26 | 474 | 500 | 95 | 8 | 34 | 613 | 647 | 95 | 8 | 37.9 | 28.0 | 29.0 |
| 8 | 3 | 89 | 92 | 97 | 3 | 6 | 208 | 214 | 97 | 3 | 11 | 272 | 283 | 96 | 4 | 24.9 | 33.6 | 32.6 |
| 9 | 35 | 0 | 35 | - | - | 89 | 0 | 89 | - | - | 142 | 0 | 142 | - | - | 41.9 | - | 41.9 |
| 10 | 142 | 107 | 249 | 43 | 4 | 344 | 206 | 550 | 37 | 3 | 549 | 267 | 816 | 33 | 4 | 36.6 | 31.3 | 35.1 |
| 11 | 227 | 307 | 534 | 57 | 11 | 470 | 628 | 1,098 | 57 | 11 | 647 | 802 | 1,449 | 55 | 11 | 31.8 | 24.5 | 28.2 |
| 12 | 165 | 1 | 166 | - | - | 355 | 1 | 356 | - | - | 485 | 2 | 487 | - | - | 36.1 | - | 36.3 |
| 13 | 168 | 223 | 391 | 57 | 8 | 389 | 484 | 873 | 55 | 8 | 592 | 622 | 1,214 | 51 | 8 | 38.9 | 23.7 | 33.7 |
| 14 | 170 | 14 | 184 | 7 | - | 416 | 25 | 441 | 6 | - | 593 | 33 | 626 | 5 | - | 35.8 | 44.8 | 36.3 |
| 15 | 559 | 0 | 559 | - | - | 1,426 | 0 | 1,426 | - | - | 2,004 | 0 | 2,004 | - | - | 34.3 | - | 34.4 |
| 16 | 391 | 0 | 391 | - | - | 911 | 0 | 911 | - | - | 1,278 | 2 | 1,280 | - | - | 37.9 | - | 38.1 |
| 17 | 13 | 0 | 13 | - | - | 38 | 3 | 41 | 7 | - | 71 | 5 | 76 | 7 | - | 35.1 | - | 35.9 |
| 18 | 488 | 68 | 556 | 12 | 2 | 1,059 | 163 | 1,222 | 13 | 3 | 1,394 | 199 | 1,593 | 12 | 3 | 34.5 | 23.5 | 33.3 |
| 19 | 360 | 67 | 427 | 16 | 2 | 824 | 130 | 954 | 14 | 2 | 1,151 | 166 | 1,317 | 13 | 2 | 30.0 | 27.2 | 29.8 |
| 20 | 886 | 0 | 886 | - | - | 1,598 | 0 | 1,598 | - | - | 1,931 | 0 | 1,931 | - | - | 24.7 | - | 24.7 |
| 21 | 1,115 | 38 | 1,153 | 3 | 1 | 2,446 | 60 | 2,506 | 2 | 1 | 3,174 | 89 | 3,263 | 3 | 1 | 30.3 | 17.9 | 30.0 |
| 22 | 694 | 5 | 699 | - | - | 1,538 | 11 | 1,549 | - | - | 2,006 | 13 | 2,019 | 1 | - | 29.7 | - | 29.7 |
| 24 | 781 | 94 | 875 | 11 | 3 | 1,503 | 187 | 1,690 | 1 | 3 | 1,908 | 230 | 2,138 | 11 | 3 | 24.6 | 19.1 | 24.2 |
| 40 (Pt.) | 6 | 422 | 428 | 99 | 15 | 13 | 834 | 847 | 98 | 14 | 15 | 990 | 1,005 | 99 | 13 | - | 13.8 | 13.9 |
| Total | 6,828 | 2,886 | 9,714 | 30 | 100 | 14,793 | 5,968 | 20,761 | 29 | 100 | 19,837 | 7,518 | 27,355 | 27 | 100 | 31.3 | 23.3 | 29.8 |

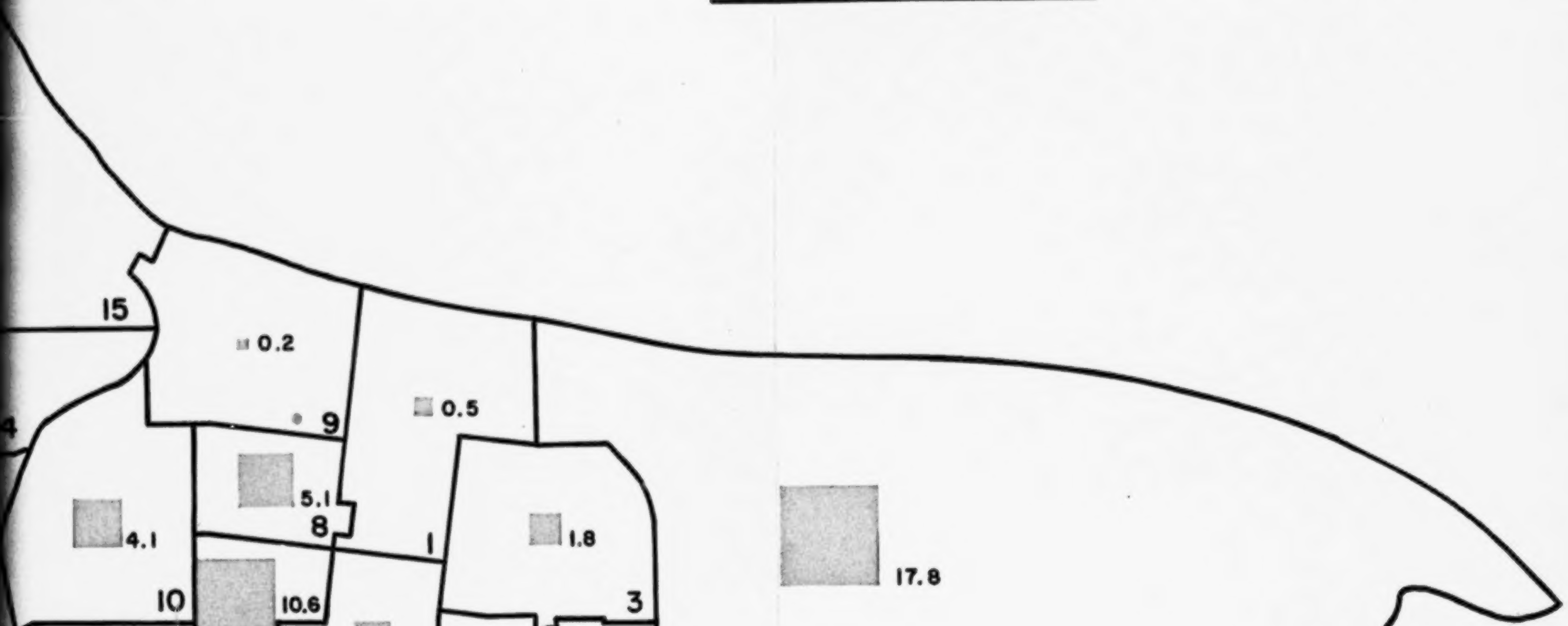
Source: Special Census of Population -- June, 1964, U. S. Bureau of Census, Table 2.


0.0+
23
0.2
0.2
16
22
0.1
15
0.3
0.8
17
14
1.1
2.6
7.9
4
18
13
2.3
0.2
3.2
19
12
24
21
0.0+
20

SOURCES:

U.S. CENSUS; SPECIAL CENSUS, 1964:

SERIES P-28, NO. 1375


15
0.2
9
0.5
4
5.1
8
4.1
1
1.8
17.8
10
10.6
3
2.3
3.0
7
6
10.6
4
2
15.9
11
5
9.1
40
PART
20
KEY:
% OF TOTAL NON-WHITE POP.
100%
50%
20%
10%
5%
1%
265
1,326
2,652
5,304
13,258
26,517
NO. OF NON-WHITE POP.

PROPORTION OF TOTAL 1964 STUDY AREA NON-WHITE POPULATION IN EACH CENSUS TRACT LITTLE ROCK, ARK.

### POPULATION IN AGE GROUPS, TOTAL ENROLLMENT AND ENROLLMENT IN PUBLIC SCHOOLS BY TRACT OF RESIDENCE--APRIL, 1960 LITTLE ROCK, ARKANSAS, URBAN AREA

| Census Tract | Population Ages 6-13 | Total School Enrollment Grades 1-8 | Public School Enrollment Grades 1-8 | % of Enrollment in Public Schools | Population Ages 14-17 | Total School Enrollment Grades 9-12 | Public School Enrollment Grades 9-12 | % of Enrollment in Public Schools |
|---|---|---|---|---|---|---|---|---|
| 1 | 105 | 116 | 116 | 100.00 | 76 | 93 | 80 | 86.02 |
| 2 | 1,265 | 1,383 | 1,346 | 97.32 | 445 | 278 | 265 | 95.32 |
| 3 | 612 | 664 | 570 | 85.84 | 259 | 219 | 174 | 79.45 |
| 4 | 311 | 320 | 270 | 84.37 | 115 | 103 | 86 | 83.49 |
| 5 | 819 | 857 | 857 | 100.00 | 322 | 347 | 307 | 88.47 |
| 6 | 292 | 303 | 290 | 95.70 | 182 | 259 | 211 | 81.46 |
| 7 | 438 | 438 | 434 | 99.08 | 179 | 244 | 244 | 100.00 |
| 8 | 427 | 447 | 433 | 96.86 | 195 | 215 | 161 | 74.88 |
| 9 | 99 | 116 | 116 | 100.00 | 80 | 43 | 34 | 79.06 |
| 10 | 510 | 466 | 438 | 93.99 | 286 | 334 | 261 | 78.14 |
| 11 | 845 | 861 | 788 | 91.52 | 353 | 279 | 262 | 93.90 |
| 12 | 411 | 380 | 377 | 99.21 | 167 | 192 | 183 | 95.31 |
| 13 | 783 | 787 | 728 | 92.50 | 341 | 349 | 308 | 88.25 |
| 14 | 526 | 529 | 431 | 81.47 | 246 | 267 | 224 | 83.89 |
| 15 | 1,479 | 1,372 | 1,071 | 78.06 | 613 | 561 | 502 | 89.48 |
| 16 | 876 | 838 | 683 | 81.50 | 394 | 398 | 255 | 64.07 |
| 17 | 60 | 15 | 10 | 66.66 | 54 | 28 | 28 | 100.00 |
| 18 | 1,234 | 1,232 | 1,117 | 90.66 | 427 | 373 | 351 | 94.10 |
| 19 | 1,083 | 1,154 | 1,113 | 96.44 | 456 | 439 | 406 | 92.48 |
| 20 | 894 | 849 | 841 | 99.05 | 221 | 214 | 202 | 94.39 |
| 21 | 1,396 | 1,357 | 1,230 | 90.64 | 460 | 376 | 330 | 87.76 |
| 22 | 1,158 | 1,119 | 1,029 | 91.95 | 418 | 411 | 355 | 86.37 |
| 24 | 1,660 | 1,708 | 1,619 | 94.78 | 489 | 404 | 380 | 94.05 |
| 40 Pt. | 618 | 695 | 667 | 95.97 | 182 | 147 | 120 | 81.63 |
| Total | 17,901 | 18,006 | 16,574 | 92.04 | 6,960 | 6,573 | 5,729 | 87.15 |

Source: 1960 U.S. Census of Population, Tables P-1 and P-2.

## FALL SCHOOL ENROLLMENT, 1960-1966
## LITTLE ROCK

| | ELEMENTARY SCHOOL | | | JUNIOR HIGH SCHOOL | | | HIGH SCHOOL | | | TOTAL ALL GRADES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | White | Negro | Total | White | Negro | Total | White | Negro | Total | White | Negro | Total |
| **Fall Enrollment** | | | | | | | | | | | | |
| 1960 | 8,452 | 3,946 | 12,398 | 4,070 | 1,296 | 5,366 | 2,567 | 768 | 3,335 | 15,089 | 6,010 | 21,099 |
| 1964 | 9,416 | 4,582 | 13,998 | 4,323 | 1,674 | 5,997 | 3,915 | 1,094 | 5,009 | 17,654 | 7,350 | 25,004 |
| 1966 | 8,110 | 4,857 | 12,967 | 4,134 | 1,838 | 5,972 | 3,830 | 1,334 | 5,164 | 16,074 | 8,029 | 24,103 |
| **Numeric Change** | | | | | | | | | | | | |
| 1960-1966 | - 342 | +911 | + 569 | + 64 | +542 | +606 | +1,263 | +566 | +1,829 | + 985 | +2,019 | +3,004 |
| 1964-1966 | -1,306 | +275 | -1,031 | -189 | +164 | - 25 | - 85 | +240 | + 155 | -1,580 | + 679 | - 901 |
| **Percent Change** | | | | | | | | | | | | |
| 1960-1966 | - 4.1 | +23.1 | +4.6 | +1.6 | +41.8 | -11.3 | +49.2 | +73.7 | +54.8 | +6.5 | +33.6 | +14.2 |
| 1964-1966 | -13.9 | + 6.0 | -7.4 | -4.4 | + 9.8 | 0 | - 2.2 | +21.9 | + 3.1 | -9.0 | + 9.2 | - 3.6 |

Source: Arkansas State Department of Education and School District Records.

## STUDENT SURVIVAL RATIOS BY RACE
## LITTLE ROCK

| Grades | 1960-1961 | 1961-1962 | 1962-1963 | 1963-1964 | 1964-1965 | 1965-1966 | Mean Rate |
|---|---|---|---|---|---|---|---|
| **NEGRO** | | | | | | | |
| 1-2 | .689 | .752 | .724 | .760 | .770 | .971 | .778 |
| 2-3 | .892 | .989 | .991 | .965 | .974 | .962 | .963 |
| 3-4 | .931 | .981 | .964 | .966 | .951 | 1.005 | .967 |
| 4-5 | .904 | .949 | .958 | .987 | .966 | 1.040 | .968 |
| 5-6 | .912 | .918 | .935 | .964 | .942 | .962 | .939 |
| 6-7 | .991 | .958 | 1.026 | 1.093 | 1.012 | 1.205 | 1.048 |
| 7-8 | .929 | .912 | 1.017 | 1.003 | .988 | 1.120 | .995 |
| 8-9 | 1.007 | .928 | 1.048 | 1.050 | 1.052 | 1.061 | 1.025 |
| 9-10 | .804 | .815 | .905 | .892 | .860 | .939 | .869 |
| 10-11 | .803 | .850 | .896 | .945 | .957 | .991 | .907 |
| 11-12 | .669 | .820 | .851 | .795 | .894 | .928 | .827 |
| **WHITE** | | | | | | | |
| 1-2 | .804 | 1.000 | .891 | .847 | .844 | .905 | .882 |
| 2-3 | .923 | 1.148 | .982 | .981 | .967 | .918 | .987 |
| 3-4 | .883 | 1.063 | 1.002 | 1.012 | .994 | 1.000 | .993 |
| 4-5 | .912 | 1.101 | .963 | .964 | .997 | .930 | .978 |
| 5-6 | .907 | 1.024 | .980 | .993 | 1.004 | .962 | .979 |
| 6-7 | .987 | 1.146 | 1.093 | 1.113 | 1.062 | .990 | 1.066 |
| 7-8 | .940 | 1.012 | .950 | .975 | .970 | 1.025 | .979 |
| 8-9 | .937 | 1.015 | .959 | .954 | .945 | 1.048 | .977 |
| 9-10 | .874 | .988 | .930 | .951 | 1.017 | .957 | .953 |
| 10-11 | .960 | .963 | .960 | .987 | .975 | .983 | .972 |
| 11-12 | .852 | .988 | .963 | .936 | .963 | .993 | .950 |

Source: Computed from district enrollment records.

## EXPECTED ENROLLMENT RANGES BASED ON MEDIAN AND HIGH PROJECTIONS
## LITTLE ROCK, ARKANSAS

| All Students* | Year | | | | |
|---|---|---|---|---|---|
| Grade | 1967 | 1968 | 1969 | 1970 | 1971 |
| 12 | 1,649 - 1,722 | 1,581 - 1,693 | 1,544 - 1,716 | 1,648 - 1,891 | 1,649 - 1,962 |
| 11 | 1,728 - 1,772 | 1,683 - 1,793 | 1,801 - 1,979 | 1,810 - 2,062 | 1,792 - 2,145 |
| Total | 3,377 - 3,494 | 3,264 - 3,486 | 3,345 - 3,695 | 3,458 - 3,953 | 3,441 - 4,107 |
| 10 | 1,765 - 1,835 | 1,889 - 2,026 | 1,904 - 2,113 | 1,884 - 2,197 | 1,844 - 2,206 |
| 9 | 2,037 - 2,100 | 2,061 - 2,198 | 2,037 - 2,285 | 1,995 - 2,295 | 2,080 - 2,244 |
| Total | 3,802 - 3,935 | 3,950 - 4,224 | 3,941 - 4,398 | 3,879 - 4,492 | 3,924 - 4,450 |
| 8 | 2,075 - 2,147 | 2,052 - 2,232 | 2,008 - 2,242 | 2,093 - 2,429 | 2,092 - 2,496 |
| 7 | 2,084 - 2,192 | 2,040 - 2,201 | 2,125 - 2,384 | 2,124 - 2,449 | 2,123 - 2,550 |
| 6 | 1,925 - 1,974 | 2,005 - 2,138 | 2,005 - 2,197 | 2,003 - 2,287 | 1,766 - 2,140 |
| Total | 6,084 - 6,313 | 6,097 - 6,571 | 6,138 - 6,823 | 6,220 - 7,165 | 5,981 - 7,186 |
| 5 | 2,078 - 2,161 | 2,079 - 2,220 | 2,077 - 2,311 | 1,830 - 2,163 | 1,973 - 2,333 |
| 4 | 2,132 - 2,193 | 2,132 - 2,282 | 1,878 - 2,135 | 2,024 - 2,302 | 1,995 - 2,269 |
| 3 | 2,168 - 2,257 | 1,909 - 2,111 | 2,058 - 2,276 | 2,028 - 2,243 | 1,999 - 2,211 |
| 2 | 1,952 - 2,075 | 2,103 - 2,234 | 2,073 - 2,202 | 2,044 - 2,171 | 2,013 - 2,139 |
| 1 | 2,498 - 2,498 | 2,464 - 2,464 | 2,429 - 2,429 | 2,395 - 2,395 | 2,361 - 2,361 |
| Total | 10,828 -11,184 | 10,687 -11,311 | 10,515 -11,353 | 10,321 -11,274 | 10,341 -11,313 |
| Student Total | 24,091 -24,926 | 23,998 -25,592 | 23,939 -26,269 | 23,878 -26,884 | 23,687 -27,056 |

*Special education students excluded.
Source: District records.

# APPENDIX C

# BUILDING INFORMATION

### BASIC BUILDING DATA--LITTLE ROCK, 1966

| School Name | Site Size (To Nearest Acre) | Dates of Construction | Number of Pupils | Percent Enrollment White | Teacher-Pupil Ratio | Grades Taught |
|---|---|---|---|---|---|---|
| Central | 19 | 1926-1937-1950 | 2156 | 85.1 | 21.8 | 10-12 |
| Mann | 12 | 1956-1963-1964 | 882 | 0.0 | 20.0 | 10-12 |
| Hall | 39 | 1957-1961-1963 | 1440 | 99.5 | 22.5 | 10-12 |
| Metropolitan | 20 | 1965 | 716 | 82.8 | 17.9 | 10-12 |
| Dunbar | 8 | 1929-1952-1966 | 800 | 0.0 | 22.2 | 7- 9 |
| Forest Heights | 26 | 1956-1962 | 942 | 99.4 | 22.4 | 7- 9 |
| Pulaski Heights | 4 | 1921-1930-1936 | 695 | 97.3 | 20.4 | 7- 9 |
| Southwest | 32 | 1956 | 1067 | 99.1 | 23.7 | 7- 9 |
| Henderson | 46 | 1964-1965 | 778 | 98.1 | 21.0 | 7- 9 |
| Booker | 15 | 1963 | 813 | 0.0 | 22.0 | 7- 9 |
| Westside | 2 | 1919-1926-1930 | 978 | 74.9 | 23.3 | 7- 9 |
| Woodruff | 2 | 1911-1950 | 295 | 80.3 | 26.8 | 1- 6 |
| Meadowcliff | 9 | 1956-1963-1966 | 532 | 100.0 | 26.6 | 1- 6 |
| Parham | 2 | 1909-1929-1954 | 325 | 97.5 | 27.1 | 1- 6 |
| Western Hills | 14 | 1966 | 176 | 86.9 | 22.0 | 1- 6 |
| Gibbs | 3 | 1953 | 503 | 0.6 | 26.5 | 1- 6 |
| Kramer | 3 | 1895-1906-1931 | 226 | 73.5 | 22.6 | 1- 6 |
| Oakhurst | 4 | 1937-1949-1953 | 333 | 91.9 | 25.6 | 1- 6 |
| Centennial | 2 | 1891-1902-1936 | 265 | 80.4 | 24.1 | 1- 6 |
| Bale | 8 | 1959-1963 | 519 | 99.8 | 27.3 | 1- 6 |
| Bush | 3 | 1891 | 210 | 0.0 | 26.3 | 1- 6 |
| Romine | 20 | 1959-1962 | 490 | 79.2 | 27.2 | 1- 6 |
| Franklin | 10 | 1949-1950-1954 | 610 | 99.8 | 26.5 | 1- 6 |
| Fairpark | 2 | 1929-1937-1950 | 236 | 100.0 | 23.6 | 1- 6 |
| Wilson | 4 | 1927-1946-1949 | 439 | 100.0 | 24.4 | 1- 6 |
| Granite Mountain | 7 | 1954-1956 | 471 | 0.0 | 26.2 | 1- 6 |
| Terry | 15 | 1965-1966 | 505 | 100.0 | 28.1 | 1- 6 |
| Williams | 15 | 1958-1962 | 655 | 99.5 | 36.4 | 1- 6 |
| Gillam | 15 | 1963 | 168 | 0.0 | 24.0 | 1- 6 |
| Forest Park | 2 | 1924-1930-1953 | 489 | 99.6 | 25.7 | 1- 6 |
| Lee | 2 | 1906 | 339 | 82.3 | 26.1 | 1- 6 |
| Stephens | 8 | 1950-1958-1962 | 451 | 0.0 | 26.5 | 1- 6 |
| Garland | 4 | 1922-1938-1954 | 323 | 98.5 | 24.8 | 1- 6 |
| Ish | 4 | 1965 | 526 | 0.0 | 29.2 | 1- 6 |
| Mitchell | 4 | 1908-1912-1952 | 314 | 38.9 | 26.2 | 1- 6 |
| Pfeifer | 2 | 1929-1929 | 178 | 0.0 | 25.4 | 1- 6 |
| Carver | 4 | 1924-1949-1963 | 844 | 0.0 | 27.2 | 1- 6 |
| Brady | 5 | 1957-1963 | 706 | 100.0 | 28.2 | 1- 6 |
| Pulaski Heights | 3 | 1925 | 433 | 100.0 | 25.5 | 1- 6 |
| Rightsell | 2 | 1906-1930-1954 | 462 | 0.0 | 25.7 | 1- 6 |
| Washington | 6 | 1950-1953-1963 | 513 | 0.0 | 25.6 | 1- 6 |
| Jefferson | 12 | 1950-1954 | 537 | 100.0 | 28.3 | 1- 6 |

## BUILDING DESCRIPTIONS

| SCHOOL NAME | HEATING SYSTEM | HEATING FUEL SOURCE | COOLING SYSTEM | INTERCOM SYSTEM | FIRE ALARM SYSTEM | CONSTRUCTION TYPE | QUALITY EXTERIOR FINISH | APPROPRIATE FOR GRADES TAUGHT |
|---|---|---|---|---|---|---|---|---|
| CENTRAL | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | | | SEMI-FIRE RESISTIVE | GOOD | |
| MANN | CENTRAL HEATING SYSTEM<br>SPLIT SYSTEM | GAS | ZONE COOLING | COMPLETE | COMBINATION | FIRE RESISTIVE | FAIR | YES |
| HALL | LOCAL ZONE SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | COMPLETE | COMBINATION | FIRE RESISTIVE | EXCELNT | YES |
| METROPOLITAN | CENTRAL HEATING SYSTEM<br>UNIT VENTILATORS | GAS | | COMPLETE | COMBINATION | FIRE RESISTIVE | GOOD | YES |
| DUNBAR | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | NONE | COMBINATION | FIRE RESISTIVE | FAIR | |
| FOREST HEIGHTS | LOCAL ZONE SYSTEM<br>UNIT VENTILATORS | GAS | NO PROVISIONS | COMPLETE | COMBINATION | FIRE RESISTIVE | FAIR | YES |
| PULASKI HEIGHTS | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | NONE | EXTINGUISHR | SEMI-FIRE RESISTIVE | GOOD | YES |
| SOUTHWEST | LOCAL ZONE SYSTEM<br>GRAVITY WARM AIR FURN | GAS | NO PROVISIONS | COMPLETE | COMBINATION | SEMI-FIRE RESISTIVE | FAIR | YES |
| HENDERSON | CENTRAL HEATING SYSTEM<br>FAN BLAST/FORCED AIR | GAS | CENTRAL COOLING | COMPLETE | COMBINATION | FIRE RESISTIVE | EXCELNT | |
| BOOKER | CENTRAL HEATING SYSTEM<br>SPLIT SYSTEM | GAS | ZONE COOLING | COMPLETE | COMBINATION | FIRE RESISTIVE | EXCELNT | YES |
| WESTSIDE | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | COMPLETE | COMBINATION | FIRE RESISTIVE | GOOD | NO |
| WOODRUFF | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | NONE | COMBINATION | SEMI-FIRE RESISTIVE | FAIR | |
| MEADOWCLIFF | ROOM FIRED HEATERS | GAS | NO PROVISIONS | COMPLETE | COMBINATION | FIRE RESISTIVE | EXCELNT | YES |
| PARHAM | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | | COMPLETE | COMBINATION | SEMI-FIRE RESISTIVE | GOOD | YES |
| WESTERN HILLS | CENTRAL HEATING SYSTEM<br>FAN BLAST/FORCED AIR | GAS | CENTRAL COOLING | COMPLETE | COMBINATION | FIRE RESISTIVE | EXCELNT | YES |
| GIBBS | CENTRAL HEATING SYSTEM<br>UNIT VENTILATORS | GAS | NO PROVISIONS | NONE | COMBINATION | FIRE RESISTIVE | GOOD | YES |
| KRAMER | CENTRAL HEATING SYSTEM<br>GRAVITY WARM AIR FURN | GAS | NO PROVISIONS | NONE | COMBINATION | SEMI-FIRE RESISTIVE | FAIR | |
| OAKHURST | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | NONE | COMBINATION | SEMI-FIRE RESISTIVE | FAIR | |
| CENTENNIAL | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | NONE | COMBINATION | MIXED CONSTRCTN | POOR | YES |
| BALE | ROOM FIRED HEATERS | GAS | NO PROVISIONS | COMPLETE | COMBINATION | SEMI-FIRE RESISTIVE | EXCELNT | YES |
| BUSH | CENTRAL HEATING SYSTEM<br>GRAVITY WARM AIR FURN | GAS | NO PROVISIONS | NONE | COMBINATION | COMBUSTIBLE BLDG | POOR | NO |
| ROMINE | CENTRAL HEATING SYSTEM<br>UNIT VENTILATORS | GAS | NO PROVISIONS | NONE | COMBINATION | SEMI-FIRE RESISTIVE | FAIR | |
| FRANKLIN | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | COMPLETE | COMBINATION | SEMI-FIRE RESISTIVE | GOOD | YES |
| FAIRPARK | CENTRAL HEATING SYSTEM<br>UNIT VENTILATORS | GAS | NO PROVISIONS | NONE | COMBINATION | SEMI-FIRE RESISTIVE | EXCELNT | YES |
| WILSON | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | COMPLETE | COMBINATION | SEMI-FIRE RESISTIVE | EXCELNT | YES |
| GRANITE MOUNTAIN | LOCAL ZONE SYSTEM<br>SPLIT SYSTEM | GAS | | NONE | EXTINGUISHR | SEMI-FIRE RESISTIVE | FAIR | |
| TERRY | CENTRAL HEATING SYSTEM<br>FAN BLAST/FORCED AIR | GAS | CENTRAL COOLING | NONE | COMBINATION | FIRE RESISTIVE | EXCELNT | YES |
| WILLIAMS | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | COMPLETE | COMBINATION | SEMI-FIRE RESISTIVE | EXCELNT | YES |
| GILLAM | LOCAL ZONE SYSTEM<br>UNIT VENTILATORS | GAS | NO PROVISIONS | PARTIAL | COMBINATION | FIRE RESISTIVE | EXCELNT | YES |
| FOREST PARK | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | COMPLETE | COMBINATION | FIRE RESISTIVE | GOOD | |
| LEE | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | NONE | COMBINATION | SEMI-FIRE RESISTIVE | FAIR | NO |
| STEPHENS | CENTRAL HEATING SYSTEM<br>FAN BLAST/FORCED AIR | GAS | NO PROVISIONS | NONE | COMBINATION | FIRE RESISTIVE | EXCELNT | YES |
| GARLAND | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | NONE | COMBINATION | SEMI-FIRE RESISTIVE | GOOD | YES |
| ISH | CENTRAL HEATING SYSTEM<br>SPLIT SYSTEM | GAS | CENTRAL COOLING | COMPLETE | COMBINATION | FIRE RESISTIVE | EXCELNT | YES |
| MITCHELL | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | NONE | COMBINATION | SEMI-FIRE RESISTIVE | FAIR | YES |
| PFEIFER | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | NONE | COMBINATION | SEMI-FIRE RESISTIVE | GOOD | YES |
| CARVER | CENTRAL HEATING SYSTEM<br>SPLIT SYSTEM | GAS | NO PROVISIONS | NONE | COMBINATION | FIRE RESISTIVE | GOOD | YES |
| BRADY | LOCAL ZONE SYSTEM<br>FAN BLAST/FORCED AIR | GAS | NO PROVISIONS | NONE | COMBINATION | FIRE RESISTIVE | GOOD | YES |
| PULASKI HEIGHTS | CENTRAL HEATING SYSTEM<br>RADIATORS & CONVECTORS | GAS | NO PROVISIONS | NONE | COMBINATION | FIRE RESISTIVE | GOOD | YES |
| RIGHTSELL | | GAS | NO PROVISIONS | NONE | COMBINATION | SEMI-FIRE RESISTIVE | GOOD | YES |
| WASHINGTON | CENTRAL HEATING SYSTEM<br>FAN BLAST/FORCED AIR | GAS | NO PROVISIONS | COMPLETE | COMBINATION | SEMI-FIRE RESISTIVE | FAIR | |
| JEFFERSON | CENTRAL HEATING SYSTEM<br>UNIT VENTILATORS | GAS | NO PROVISIONS | COMPLETE | COMBINATION | SEMI-FIRE RESISTIVE | GOOD | YES |

ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| CENTRAL HIGH | 0335 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0336 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0337 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0233 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0424 | HOME ECON | 1 | 1 | 0 | 40.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0501 | MUSIC | 1 | 1 | 0 | 57.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0247 | CLASSROOM | 1 | 1 | 0 | 32.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0250 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0252 | EXCEP CHLD | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0251 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0248 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0301 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0302 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0303 | LABORATORY | 1 | 1 | 0 | 38.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0307 | LABORATORY | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0304 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0306 | MISC INSTR | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0311 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0234 | CLASSROOM | 1 | 1 | 0 | 37.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0235 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0236 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0237 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0238 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0239 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0240 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0245 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0246 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0139 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0143 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0145 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0147 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0149 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0209 | SPECIAL | 1 | 1 | 0 | 22.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0213 | SPECIAL | 1 | 1 | 0 | 24.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0214 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0216 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0218 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0220 | CLASSROOM | 1 | 1 | 0 | 37.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0340 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0338 | LANG LAB | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0342 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0401 | HOME ECON | 1 | 1 | 0 | 40.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0405 | HOME ECON | 1 | 1 | 0 | 26.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0409 | HOME ECON | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0420 | MUSIC | 1 | 1 | 0 | 26.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0410 | HOME ECON | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |

BEST COPY AVAILABLE

ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| CENTRAL HIGH | 0151 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0150 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0148 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0152 | EXCEP CHLD | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0133 | HOME ECON | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0308 | LABORATORY | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0201 | SPECIAL | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0202 | SPECIAL | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0203 | SPECIAL | 1 | 1 | 0 | 37.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0113 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0339 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0341 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0114 | CLASSROOM | 1 | 1 | 0 | 20.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0116 | LABORATORY | 1 | 1 | 0 | 20.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 116S | MISC INSTR | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0122 | LABORATORY | 1 | 1 | 0 | 20.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0124 | CLASSROOM | 1 | 1 | 0 | 20.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0127 | MUSIC | 1 | 1 | 0 | 105.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0134 | CLASSROOM | 1 | 1 | 0 | 36.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0135 | KINDERGRTN | 1 | 1 | 0 | 15.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0136 | MISC INSTR | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0138 | SPECIAL | 1 | 1 | 0 | 36.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0140 | MISC INSTR | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0137 | EXCEP CHLD | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0204 | SPECIAL | 1 | 1 | 0 | 37.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0208 | SPECIAL | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0001 | SHOP | 1 | 1 | 0 | 32.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0002 | CLASSROOM | 1 | 1 | 0 | 16.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0003 | SHOP | 1 | 1 | 0 | 12.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0006 | SHOP | 1 | 1 | 0 | 16.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0101 | CLASSROOM | 1 | 1 | 0 | 16.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0102 | CLASSROOM | 1 | 1 | 0 | 16.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0103 | LABORATORY | 1 | 1 | 0 | 16.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0105 | LABORATORY | 1 | 1 | 0 | 16.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0107 | CLASSROOM | 1 | 1 | 0 | 20.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0109 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0111 | CLASSROOM | 1 | 1 | 0 | 20.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0104 | LABORATORY | 1 | 1 | 0 | 33.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0115 | CLASSROOM | 1 | 1 | 0 | 20.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0117 | CLASSROOM | 1 | 1 | 0 | 20.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0312 | SPECIAL | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0313 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0314 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0315 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0318 | LANG LAB | 1 | 1 | 0 | 48.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | LIBR | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0329 | SPECIAL | 1 | 1 | 0 | 22.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0331 | SPECIAL | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0332 | SPECIAL | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTRAL HIGH | 0333 | CLASSROOM | 1 | 1 | 0 | 18.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |

ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| HALL HIGH | 0608 | CLASSROOM | 1 | 1 | 0 | 19.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0609 | CLASSROOM | 1 | 1 | 0 | 19.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0610 | CLASSROOM | 1 | 1 | 0 | 19.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0611 | CLASSROOM | 1 | 1 | 0 | 19.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0612 | LANG LAB | 1 | 1 | 0 | 19.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0613 | CLASSROOM | 1 | 1 | 0 | 19.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0701 | CLASSROOM | 1 | 1 | 0 | 17.6 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| HALL HIGH | BUS | SPECIAL | 1 | 1 | 0 | 72.8 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | LIBR | LIBRARY | 2 | 2 | 0 | ****** | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0614 | LABORATORY | 1 | 1 | 0 | 35.0 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0403 | HOME ECON | 1 | 1 | 0 | 42.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0102 | CLASSROOM | 1 | 1 | 0 | 19.5 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0103 | CLASSROOM | 1 | 1 | 0 | 21.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0104 | CLASSROOM | 1 | 1 | 0 | 21.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0105 | CLASSROOM | 1 | 1 | 0 | 23.4 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0106 | LABORATORY | 1 | 1 | 0 | 42.2 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0107 | LABORATORY | 1 | 1 | 0 | 33.3 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0108 | CLASSROOM | 1 | 1 | 0 | 23.4 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0109 | CLASSROOM | 1 | 1 | 0 | 16.6 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0110 | LABORATORY | 1 | 1 | 0 | 31.4 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0111 | CLASSROOM | 1 | 1 | 0 | 17.6 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0112 | LABORATORY | 1 | 1 | 0 | 25.1 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0113 | CLASSROOM | 1 | 1 | 0 | 23.4 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0201 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 20.1 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 23.4 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 19.5 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0205 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0206 | SPECIAL | 1 | 1 | 0 | 21.2 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0207 | SPECIAL | 1 | 1 | 0 | 22.6 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0208 | SPECIAL | 1 | 1 | 0 | 19.5 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0209 | CLASSROOM | 1 | 1 | 0 | 21.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 19.5 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0211 | CLASSROOM | 1 | 1 | 0 | 19.5 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0212 | CLASSROOM | 1 | 1 | 0 | 19.5 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0213 | CLASSROOM | 1 | 1 | 0 | 19.5 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0214 | CLASSROOM | 1 | 1 | 0 | 19.5 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0401 | MULTI-PURP | 0 | 0 | 0 | ****** | CONCEN RING INC | ABSORBING FLOOR | IN-ROOM/GRAVITY |
| HALL HIGH | 0402 | HOME ECON | 1 | 1 | 0 | 39.0 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/GRAVITY |
| HALL HIGH | 0404 | SPECIAL | 1 | 1 | 0 | 33.6 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0405 | SHOP | 1 | 1 | 0 | 47.4 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0406 | SHOP | 1 | 1 | 0 | 63.3 | EXPOSED INCAN | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0501 | MUSIC | 1 | 1 | 0 | 21.3 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0502 | MUSIC | 1 | 1 | 0 | 16.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0503 | CLASSROOM | 1 | 1 | 0 | 30.5 | INCAN W/SHIELD | NO CONSIDERATN | IN-ROOM/GRAVITY |
| HALL HIGH | 0601 | CLASSROOM | 1 | 1 | 0 | 14.4 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0602 | CLASSROOM | 1 | 1 | 0 | 21.3 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0603 | CLASSROOM | 0 | 0 | 0 | 19.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0604 | CLASSROOM | 0 | 0 | 0 | 19.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0605 | CLASSROOM | 0 | 0 | 0 | 19.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0606 | CLASSROOM | 0 | 0 | 0 | 19.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| HALL HIGH | 0607 | CLASSROOM | 0 | 0 | 0 | 19.5 | FLUCR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |

ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| MANN HIGH | 0131 | CLASSROOM | 1 | 1 | 0 | 20.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/ZONE COOL |
| MANN HIGH | 0130 | CLASSROOM | 1 | 1 | 0 | 29.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/ZONE COOL |
| MANN HIGH | 0140 | CLASSROOM | 1 | 1 | 0 | 24.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/ZONE COOL |
| MANN HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 17.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/ZONE COOL |
| MANN HIGH | 0222 | MISC INSTR | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | LIBR | LIBRARY | 0 | 0 | 0 | ****** | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | A | MISC INSTR | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | B | MISC INSTR | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | 0206 | LANG LAB | 1 | 1 | 0 | 24.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | TRM | SHOP | 1 | 1 | 0 | 42.7 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | 0123 | SHOP | 1 | 1 | 0 | 38.3 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0125 | SHOP | 1 | 1 | 0 | 67.2 | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0127 | SHOP | 1 | 1 | 0 | 67.2 | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0129 | SHOP | 1 | 1 | 0 | 56.0 | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0201 | CLASSROOM | 1 | 1 | 0 | 26.3 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 31.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 24.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 17.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0205 | CLASSROOM | 1 | 1 | 0 | 19.4 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0209 | CLASSROOM | 1 | 1 | 0 | 23.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | 0211 | CLASSROOM | 1 | 1 | 0 | 18.4 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | 0212 | CLASSROOM | 1 | 1 | 0 | 18.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0213 | CLASSROOM | 1 | 1 | 0 | 19.4 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0214 | CLASSROOM | 1 | 1 | 0 | 14.2 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0215 | CLASSROOM | 1 | 1 | 0 | 23.7 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0218 | MUSIC | 1 | 1 | 0 | 16.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0220 | MUSIC | 1 | 1 | 0 | 16.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0137 | CLASSROOM | 1 | 1 | 0 | 21.2 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | 0138 | CLASSROOM | 1 | 1 | 0 | 18.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | 0139 | CLASSROOM | 1 | 1 | 0 | 15.4 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | 0133 | CLASSROOM | 1 | 1 | 0 | 20.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | 0134 | CLASSROOM | 1 | 1 | 0 | 14.5 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | 0135 | CLASSROOM | 1 | 1 | 0 | 23.2 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | 0136 | CLASSROOM | 1 | 1 | 0 | 23.2 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| MANN HIGH | 0101 | LABORATORY | 1 | 1 | 0 | 21.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0102 | LABORATORY | 1 | 1 | 0 | 21.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0106 | LABORATORY | 1 | 1 | 0 | 17.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0107 | EXCEP CHLD | 1 | 1 | 0 | 21.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0110 | CLASSROOM | 1 | 1 | 0 | 24.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0111 | SPECIAL | 1 | 1 | 0 | 46.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0112 | EXCEP CHLD | 1 | 1 | 0 | 24.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0114 | EXCEP CHLD | 1 | 1 | 0 | 18.4 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0115 | SPECIAL | 1 | 1 | 0 | 29.1 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0117 | SPECIAL | 1 | 1 | 0 | 13.1 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0119 | HOME ECON | 1 | 1 | 0 | 40.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0116 | CLASSROOM | 1 | 1 | 0 | 21.6 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0113 | CLASSROOM | 1 | 1 | 0 | 19.7 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0105 | LABORATORY | 1 | 1 | 0 | 40.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0104 | LABORATORY | 1 | 1 | 0 | 36.6 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0103 | LABORATORY | 1 | 1 | 0 | 40.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| MANN HIGH | 0132 | CLASSROOM | 1 | 1 | 0 | 29.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |

## ROOM ADEQUACY (PART I)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| METRO HIGH | BCLR | CLASSROOM | 1 | 1 | 0 | 14.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/ROOM COOL |
| METRO HIGH | CCLR | CLASSROOM | 1 | 1 | 0 | 26.2 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/ROOM COOL |
| METRO HIGH | 0305 | SHOP | 1 | 1 | 0 | 68.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/ROOM COOL |
| METRO HIGH | 0306 | SHOP | 1 | 1 | 0 | 109.4 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| METRO HIGH | 0307 | SHOP | 1 | 1 | 0 | 115.2 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| METRO HIGH | 0308 | SHOP | 1 | 1 | 0 | 65.2 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| METRO HIGH | DCLR | CLASSROOM | 1 | 1 | 0 | 15.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/ROOM COOL |
| METRO HIGH | ECLR | CLASSROOM | 1 | 1 | 0 | 14.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/ROOM COOL |
| METRO HIGH | 0309 | SHOP | 1 | 1 | 0 | 65.2 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| METRO HIGH | 0310 | SHOP | 1 | 1 | 0 | 72.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| METRO HIGH | CAFE | GYMANTOR'M | 0 | 0 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0206 | LABORATORY | 1 | 1 | 0 | 40.8 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0207 | CLASSROOM | 1 | 1 | 0 | 15.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0208 | CLASSROOM | 1 | 1 | 0 | 23.4 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0209 | CLASSROOM | 1 | 1 | 0 | 20.8 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 19.7 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0213 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0214 | SPECIAL | 1 | 1 | 0 | 31.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0215 | SPECIAL | 1 | 1 | 0 | 39.4 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0301 | SHOP | 2 | 2 | 0 | 159.1 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/MECHAN |
| METRO HIGH | ACLR | CLASSROOM | 1 | 1 | 0 | 16.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/ROOM COOL |
| METRO HIGH | LUBE | MISC INSTR | 1 | 1 | 0 | 126.5 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/MECHAN |
| METRO HIGH | 0303 | SHOP | 1 | 1 | 0 | 179.2 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/MECHAN |
| METRO HIGH | 0304 | SHOP | 1 | 1 | 0 | 106.0 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/MECHAN |
| METRO HIGH | 0302 | EXCEP CHLD | 1 | 1 | 0 | 18.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/ROOM COOL |
| METRO HIGH | 0101 | LABORATORY | 1 | 1 | 0 | 94.2 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0102 | CLASSROOM | 1 | 1 | 0 | 20.8 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0103 | CLASSROOM | 1 | 1 | 0 | 23.4 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0104 | CLASSROOM | 1 | 1 | 0 | 20.8 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0105 | CLASSROOM | 1 | 1 | 0 | 19.2 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0106 | CLASSROOM | 1 | 1 | 0 | 21.4 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0107 | HOME ECON | 1 | 1 | 0 | 41.7 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0109 | LIBRARY | 1 | 1 | 0 | 20.4 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0110 | LABORATORY | 1 | 1 | 0 | 38.1 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0201 | SHOP | 1 | 1 | 0 | 36.7 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0202 | SHOP | 1 | 1 | 0 | 18.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0203 | SHOP | 1 | 1 | 0 | 35.4 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 22.1 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| METRO HIGH | 0205 | CLASSROOM | 1 | 1 | 0 | 20.8 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |

ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| BOOKER JR HIGH | 0101 | LABORATORY | 1 | 1 | 0 | 19.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0102 | EXCEP CHLD | 1 | 1 | 0 | 19.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0103 | EXCEP CHLD | 1 | 1 | 0 | 20.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0104 | LABORATORY | 1 | 1 | 0 | 20.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0105 | HOME ECON | 1 | 1 | 0 | 34.6 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0106 | HOME ECON | 1 | 1 | 0 | 40.4 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0107 | CLASSROOM | 1 | 1 | 0 | 19.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0108 | CLASSROOM | 1 | 1 | 0 | 21.1 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0109 | LANG LAB | 1 | 1 | 0 | 24.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0110 | CLASSROOM | 1 | 1 | 0 | 22.7 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0111 | MUSIC | 1 | 1 | 0 | 19.1 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0112 | GYMNASIUM | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0113 | MUSIC | 1 | 1 | 0 | 30.4 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0201 | EXCEP CHLD | 1 | 1 | 0 | 23.2 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0202 | EXCEP CHLD | 1 | 1 | 0 | 23.2 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0203 | LABORATORY | 0 | 0 | 0 | 18.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0204 | LABORATORY | 0 | 0 | 0 | 18.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0205 | LABORATORY | 1 | 1 | 0 | 32.1 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | LIBR | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| BOOKER JR HIGH | AV | LANG LAB | 1 | 1 | 0 | 12.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0301 | CLASSROOM | 1 | 1 | 0 | 19.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0302 | CLASSROOM | 1 | 1 | 0 | 19.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0303 | CLASSROOM | 1 | 1 | 0 | 20.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0304 | EXCEP CHLD | 1 | 1 | 0 | 20.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0305 | SPECIAL | 1 | 1 | 0 | 20.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0306 | SPECIAL | 1 | 1 | 0 | 34.2 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0307 | CLASSROOM | 1 | 1 | 0 | 21.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0308 | CLASSROOM | 1 | 1 | 0 | 20.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0309 | CLASSROOM | 1 | 1 | 0 | 20.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0310 | CLASSROOM | 1 | 1 | 0 | 19.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | 0311 | CLASSROOM | 1 | 1 | 0 | 19.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | SHP1 | SHOP | 1 | 1 | 0 | 47.8 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/MECH VENT |
| BOOKER JR HIGH | SHP2 | SHOP | 1 | 1 | 0 | 49.3 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/MECH VENT |
| BOOKER JR HIGH | SHP3 | SHOP | 1 | 1 | 0 | 47.8 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/MECH VENT |
| BOOKER JR HIGH | GYM | GYMNASIUM | 2 | 2 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| BOOKER JR HIGH | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| BOOKER JR HIGH | HLTH | HEALTH | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| BOOKER JR HIGH | ADM | PRINC OFF | 0 | 0 | 0 | 700.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| BOOKER JR HIGH | GUID | COUNSELING | 0 | 0 | 0 | 200.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |

## ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | RCOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| DUNBAR JR HIGH | 0101 | CLASSROOM | 1 | 1 | 0 | 16.8 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0102 | CLASSROOM | 1 | 1 | 0 | 22.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0103 | CLASSROOM | 1 | 1 | 0 | 17.3 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0104 | COUNSELING | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0105 | CLASSROOM | 1 | 1 | 0 | 18.8 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0106 | CLASSROOM | 1 | 1 | 0 | 16.4 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0107 | CLASSROOM | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0109 | CLASSROOM | 1 | 1 | 0 | 16.9 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0108 | CLASSROOM | 1 | 1 | 0 | 16.9 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0110 | CLASSROOM | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0111 | EXCEP CHLD | 1 | 1 | 0 | 29.2 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0112 | CLASSROOM | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | OFF1 | PRINC OFF | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0201 | MUSIC | 1 | 1 | 0 | 11.2 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | SHP5 | SHOP | 1 | 1 | 0 | 39.8 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | SHP5 | SHOP | 0 | 0 | 0 | 0.0 |  | COMBINATION |  |
| DUNBAR JR HIGH | BAND | MUSIC | 1 | 1 | 0 | 11.4 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | COMBINATION | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | EAT | MISC OFFCE | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | GYM | GYMNASIUM | 3 | 3 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0209 | CLASSROOM | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | HEAR | LANG LAB | 0 | 0 | 0 | 588.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0302 | LABORATORY | 1 | 1 | 0 | 24.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0303 | LABORATORY | 1 | 1 | 0 | 30.8 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0304 | HOME ECON | 1 | 1 | 0 | 24.7 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0305 | LABORATORY | 1 | 1 | 0 | 25.2 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0306 | HOME ECON | 1 | 1 | 0 | 28.6 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0307 | SPECIAL | 1 | 1 | 0 | 31.2 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0309 | HOME ECON | 1 | 1 | 0 | 66.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | SHP1 | SHOP | 1 | 1 | 0 | 43.0 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | SHP2 | SHOP | 1 | 1 | 0 | 108.3 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | SHP3 | SHOP | 1 | 1 | 0 | 16.7 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | SHP4 | SHOP | 1 | 1 | 0 | 25.3 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | SHP5 | SHOP | 1 | 1 | 0 | 28.3 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 15.9 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 15.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0205 | CONFERENCE | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0206 | CONFERENCE | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0207 | SPECIAL | 1 | 1 | 0 | 15.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0208 | CLASSROOM | 1 | 1 | 0 | 19.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0211 | CLASSROOM | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0212 | CLASSROOM | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0213 | CLASSROOM | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0214 | CLASSROOM | 1 | 1 | 0 | 17.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | LIBR | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| DUNBAR JR HIGH | 0301 | LABORATORY | 1 | 1 | 0 | 21.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |

## ROOM ADEQUACY (PART I)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| FOREST HT JR HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0211 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0212 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0501 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0502 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0503 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0504 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0505 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0506 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0701 | SPECIAL | 1 | 1 | 0 | 24.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0703 | SPECIAL | 1 | 1 | 0 | 32.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0702 | HOME ECON | 1 | 1 | 0 | 38.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0704 | HOME ECON | 1 | 1 | 0 | 34.3 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0707 | EXCEP CHLD | 1 | 1 | 0 | 47.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0706 | SHOP | 1 | 1 | 0 | 42.9 | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0708 | SHOP | 1 | 1 | 0 | 42.9 | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0601 | MUSIC | 1 | 1 | 0 | 16.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0101 | CLASSROOM | 1 | 1 | 0 | 28.2 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0102 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0103 | CLASSROOM | 1 | 1 | 0 | 20.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0104 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0105 | CLASSROOM | 1 | 1 | 0 | 20.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0106 | CLASSROOM | 1 | 1 | 0 | 20.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0107 | CLASSROOM | 1 | 1 | 0 | 20.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0108 | CLASSROOM | 1 | 1 | 0 | 20.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0201 | EXCEP CHLD | 1 | 1 | 0 | 28.8 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0205 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0206 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0207 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0208 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0209 | CLASSROOM | 1 | 1 | 0 | 20.6 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0602 | MUSIC | 2 | 2 | 0 | 24.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0400 | GYMNASIUM | 0 | 0 | 0 | ****** | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | 0401 | LABORATORY | 2 | 2 | 0 | 16.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | LIBR | LIBRARY | 0 | 0 | 0 | ****** | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | HMEC | LABORATORY | 0 | 0 | 0 | 308.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | ADM | PRINC OFF | 0 | 0 | 0 | ****** | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | EAT | CAFETORIUM | 0 | 0 | 0 | ****** | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| FOREST HT JR HIGH | ACTV | MISC INSTR | 0 | 0 | 0 | ****** | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |

ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| HENDERSON JR HIGH | 0001 | CLASSROOM | 1 | 1 | 0 | 25.6 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0002 | CLASSROOM | 1 | 1 | 0 | 24.0 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0003 | CLASSROOM | 1 | 1 | 0 | 25.6 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0004 | LABORATORY | 1 | 1 | 0 | 30.4 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0005 | CLASSROOM | 1 | 1 | 0 | 24.0 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0006 | CLASSROOM | 1 | 1 | 0 | 38.4 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0007 | LABORATORY | 1 | 1 | 0 | 30.4 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0008 | CLASSROOM | 1 | 1 | 0 | 24.0 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0009 | LABORATORY | 1 | 1 | 0 | 19.2 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | AID | HEALTH | 0 | 1 | -1 | 4.8 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0011 | CLASSROOM | 2 | 2 | 0 | 49.6 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0012 | CLASSROOM | 1 | 1 | 0 | 24.0 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0013 | CLASSROOM | 1 | 1 | 0 | 25.6 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0014 | LABORATORY | 1 | 1 | 0 | 30.4 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0048 | LANG LAB | 1 | 1 | 0 | 24.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0049 | LIBRARY | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | CON1 | CONFERENCE | 1 | 1 | 0 | 10.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | CON2 | CONFERENCE | 1 | 1 | 0 | 10.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | CON3 | CONFERENCE | 1 | 1 | 0 | 10.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | CON4 | CONFERENCE | 1 | 1 | 0 | 10.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | CON5 | CONFERENCE | 1 | 1 | 0 | 10.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | CON6 | CONFERENCE | 1 | 1 | 0 | 10.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | CON7 | CONFERENCE | 1 | 1 | 0 | 10.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | CON8 | CONFERENCE | 1 | 1 | 0 | 10.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | CON9 | CONFERENCE | 1 | 1 | 0 | 10.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | OFF | PRINC OFF | 0 | 0 | 0 | 1800.0 | LUMINOUS CEILIN | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | GYM | GYMNASIUM | 2 | 2 | 0 | ****** | LUMINOUS CEILIN | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | EAT | CAFETORIUM | 0 | 0 | 0 | ****** | LUMINOUS CEILIN | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0015 | CLASSROOM | 1 | 1 | 0 | 24.0 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0016 | CLASSROOM | 2 | 2 | 0 | 41.6 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0017 | LABORATORY | 1 | 1 | 0 | 30.4 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0018 | CLASSROOM | 1 | 1 | 0 | 24.0 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | GUID | COUNSELING | 0 | 0 | 0 | 100.0 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0020 | CLASSROOM | 2 | 2 | 0 | 18.6 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0021 | CLASSROOM | 1 | 1 | 0 | 25.6 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0040 | MUSIC | 1 | 1 | 0 | 30.2 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0041 | MUSIC | 1 | 1 | 0 | 20.2 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0042 | HOME ECON | 1 | 1 | 0 | 33.6 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0043 | HOME ECON | 1 | 1 | 0 | 33.6 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0044 | SHOP | 3 | 3 | 0 | 17.2 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0046 | SPECIAL | 1 | 1 | 0 | 33.6 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |
| HENDERSON JR HIGH | 0047 | SPECIAL | 1 | 1 | 0 | 19.8 | FLUOR W/LOUVERS | COMBINATION | CENTRAL/ZONE COOL |

## ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| PULASKI HT JR HIGH | A1 | CLASSROOM | 1 | 1 | 0 | 18.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | A2 | CLASSROOM | 1 | 1 | 0 | 19.2 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | A3 | COUNSELING | 1 | 1 | 0 | ****** | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | A4 | CLASSROOM | 1 | 1 | 0 | 18.4 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | A5 | CLASSROOM | 1 | 1 | 0 | 16.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | A6 | CLASSROOM | 1 | 1 | 0 | 22.1 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | A7 | CLASSROOM | 1 | 1 | 0 | 19.5 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | A8 | CLASSROOM | 1 | 1 | 0 | 17.2 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | A9 | LABORATORY | 1 | 1 | 0 | 18.8 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | A10 | LABORATORY | 1 | 1 | 0 | 27.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | A11 | MUSIC | 1 | 1 | 0 | 24.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | A12 | LABORATORY | 1 | 1 | 0 | 18.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | B1 | CLASSROOM | 1 | 1 | 0 | 27.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | B2 | SPECIAL | 1 | 1 | 0 | 25.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | B5 | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | B6 | CLASSROOM | 1 | 1 | 0 | 19.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | B7 | SPECIAL | 1 | 1 | 0 | 34.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | B8 | CLASSROOM | 1 | 1 | 0 | 18.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | B9 | CLASSROOM | 1 | 1 | 0 | 26.2 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | B10 | CLASSROOM | 1 | 1 | 0 | 26.2 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | C1 | SHOP | 1 | 1 | 0 | 41.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | C2 | SHOP | 1 | 1 | 0 | 30.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | C3 | CLASSROOM | 1 | 1 | 0 | 31.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | D1 | GYMNASIUM | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | C4 | HOME ECON | 1 | 1 | 0 | 36.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | C5 | HOME ECON | 1 | 1 | 0 | 30.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | EAT | CAFETORIUM | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | ADM | PRINC OFF | 0 | 0 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | BHLT | HEALTH | 0 | 0 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | GHLT | HEALTH | 0 | 0 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | D2 | MUSIC | 0 | 0 | 0 | 19.7 | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | B4 | CLASSROOM | 1 | 1 | 0 | 18.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HT JR HIGH | EL21 | CLASSROOM | 1 | 1 | 0 | 3.0 |  | COMBINATION |  |
| PULASKI HT JR HIGH | EL22 | CLASSROOM | 1 | 1 | 0 | 3.0 |  | COMBINATION |  |
| PULASKI HT JR HIGH | EL23 | CLASSROOM | 1 | 1 | 0 | 3.0 |  | COMBINATION |  |

## ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| SOUTHWEST JR HIGH | 0100 | EXCEP CHLD | 1 | 1 | 0 | 20.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0101 | MUSIC | 1 | 1 | 0 | 25.7 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0102 | EXCEP CHLD | 1 | 1 | 0 | 29.3 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0103 | MUSIC | 1 | 1 | 0 | 22.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0104 | SPECIAL | 1 | 1 | 0 | 27.7 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0201 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0205 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 020X | CLASSROOM | 2 | 2 | 0 | 29.3 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0207 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0208 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0301 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0302 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0501 | HOME ECON | 1 | 1 | 0 | 37.7 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0502 | HOME ECON | 1 | 1 | 0 | 37.7 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0503 | MISC INSTR | 1 | 1 | 0 | 5.3 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0504 | SPECIAL | 1 | 1 | 0 | 37.7 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0505 | SHOP | 1 | 1 | 0 | 48.2 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0506 | CLASSROOM | 1 | 0 | 1 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0507 | SHOP | 1 | 1 | 0 | 48.2 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0601 | MISC INSTR | 1 | 0 | 0 | ****** | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | GYM | GYMNASIUM | 2 | 2 | 0 | ****** | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | LIBR | LIBRARY | 0 | 0 | 0 | ****** | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | OFF | PRINC OFF | 0 | 0 | 0 | 2000.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | AID | HEALTH | 0 | 0 | 0 | 200.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | CAFE | CAFETORIUM | 0 | 0 | 0 | 11.7 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0303 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0304 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0305 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0306 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0307 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0308 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0401 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0403 | CLASSROOM | 1 | 1 | 0 | 23.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 040X | LABORATORY | 2 | 2 | 0 | 29.3 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0405 | CLASSROOM | 1 | 1 | 0 | 25.1 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0406 | CLASSROOM | 1 | 1 | 0 | 25.1 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0407 | CLASSROOM | 1 | 1 | 0 | 25.1 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0408 | CLASSROOM | 1 | 1 | 0 | 25.1 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| SOUTHWEST JR HIGH | 0409 | CLASSROOM | 1 | 1 | 0 | 25.1 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |

## ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| WESTSIDE JR HIGH | 0111 | CLASSROOM | 1 | 1 | 0 | 21.6 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0101 | CLASSROOM | 1 | 1 | 0 | 19.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0108 | CLASSROOM | 1 | 1 | 0 | 16.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0104 | CLASSROOM | 1 | 1 | 0 | 13.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0103 | SHOP | 1 | 1 | 0 | 47.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0102 | SHOP | 1 | 1 | 0 | 29.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0110 | SPECIAL | 1 | 1 | 0 | 21.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0107 | EXCEP CHLD | 1 | 1 | 0 | 26.6 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 14.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0212 | CLASSROOM | 1 | 1 | 0 | 12.6 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0211 | CLASSROOM | 1 | 1 | 0 | 13.2 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 11.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0208 | CLASSROOM | 1 | 1 | 0 | 20.6 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0207 | CLASSROOM | 1 | 1 | 0 | 30.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0206 | CLASSROOM | 1 | 1 | 0 | 27.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 12.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 14.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0205 | CLASSROOM | 0 | 0 | 0 | 13.6 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0209 | MUSIC | 0 | 0 | 0 | 21.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0214 | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/COOLING |
| WESTSIDE JR HIGH | 0201 | COUNSELING | 1 | 0 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0311 | SPECIAL | 1 | 1 | 0 | 41.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0313 | SPECIAL | 1 | 1 | 0 | 19.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0315 | HOME ECON | 1 | 1 | 0 | 59.2 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0314 | HOME ECON | 1 | 1 | 0 | 50.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0306 | CLASSROOM | 1 | 1 | 0 | 17.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0305 | CLASSROOM | 1 | 1 | 0 | 15.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0303 | CLASSROOM | 1 | 1 | 0 | 14.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0302 | CLASSROOM | 1 | 1 | 0 | 45.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0304 | CLASSROOM | 1 | 1 | 0 | 15.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0301 | CLASSROOM | 1 | 1 | 0 | 19.2 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0310 | CLASSROOM | 1 | 1 | 0 | 18.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0308 | CLASSROOM | 1 | 1 | 0 | 17.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0307 | MUSIC | 1 | 1 | 0 | 41.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0312 | EXCEP CHLD | 1 | 1 | 0 | 22.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0309 | EXCEP CHLD | 1 | 1 | 0 | 14.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0105 | MISC OFFCE | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/COOLING |
| WESTSIDE JR HIGH | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0106 | HEALTH | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0100 | GYMNASIUM | 2 | 2 | 0 | ****** | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0200 | GYMNASIUM | 0 | 0 | 0 | ****** | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | 0213 | CLASSROOM | 0 | 0 | 0 | 506.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | EAT | CAFETORIUM | 0 | 0 | 0 | ****** | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/GRAVITY |
| WESTSIDE JR HIGH | OFF | PRINC OFF | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |

## ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| BALE ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 33.6 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 33.6 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 37.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | MULP | MULTI-PURP | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/MECH VENT |
| BALE ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 37.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 22.4 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BALE ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| BRADY ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 34.8 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0016 | LIBRARY | 1 | 0 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING FLOOR | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0021 | CLASSROOM | 1 | 1 | 0 | 29.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0022 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0023 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0024 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0025 | CLASSROOM | 1 | 1 | 0 | 17.6 |  | COMBINATION |  |
| BRADY ELEMENTARY | 0026 | CLASSROOM | 1 | 1 | 0 | 18.3 |  | COMBINATION |  |
| BRADY ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 27.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 27.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 27.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 27.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 27.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 31.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 31.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 32.2 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 32.2 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 32.2 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| BRADY ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 34.8 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |

ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| RUSH ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 40.7 | INCAN W/SHIELD | ABSORBING WALLS | NO MECH VENT |
| RUSH ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 39.0 | INCAN W/SHIELD | ABSORBING WALLS | NO MECH VENT |
| RUSH ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 33.2 | INCAN W/SHIELD | ABSORBING WALLS | NO MECH VENT |
| RUSH ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 30.9 | INCAN W/SHIELD | ABSORBING WALLS | NO MECH VENT |
| RUSH ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 23.8 | INCAN W/SHIELD | ABSORBING WALLS | NO MECH VENT |
| RUSH ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 27.0 | INCAN W/SHIELD | ABSORBING WALLS | NO MECH VENT |
| RUSH ELEMENTARY | 0007 | EXCEP CHLD | 1 | 1 | 0 | 56.0 | INCAN W/SHIELD | ABSORBING WALLS | NO MECH VENT |
| RUSH ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 29.0 | INCAN W/SHIELD | ABSORBING WALLS | NO MECH VENT |
| RUSH ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| RUSH ELEMENTARY | X | EXCEP CHLD | 0 | 0 | 0 | 400.0 | LUMINOUS CEILIN | ABSORBING WALLS | IN-ROOM/GRAVITY |
| CARVER ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 29.7 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0010 | EXCEP CHLD | 1 | 1 | 0 | 46.2 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0011 | EXCEP CHLD | 1 | 1 | 0 | 104.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 28.7 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 28.7 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 28.7 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0015 | EXCEP CHLD | 1 | 1 | 0 | 46.2 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 29.7 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 29.7 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 27.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 27.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0021 | EXCEP CHLD | 1 | 1 | 0 | 44.4 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0022 | CLASSROOM | 1 | 1 | 0 | 33.3 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0023 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0024 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0025 | CLASSROOM | 1 | 1 | 0 | 27.9 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/MECHAN |
| CARVER ELEMENTARY | 0026 | CLASSROOM | 1 | 1 | 0 | 26.9 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/MECHAN |
| CARVER ELEMENTARY | 0027 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/MECHAN |
| CARVER ELEMENTARY | 0028 | CLASSROOM | 1 | 1 | 0 | 27.9 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/MECHAN |
| CARVER ELEMENTARY | 0029 | CLASSROOM | 1 | 1 | 0 | 26.9 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/MECHAN |
| CARVER ELEMENTARY | 0030 | CLASSROOM | 1 | 1 | 0 | 26.0 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/MECHAN |
| CARVER ELEMENTARY | 0031 | CLASSROOM | 1 | 1 | 0 | 23.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| CARVER ELEMENTARY | 0032 | CLASSROOM | 1 | 1 | 0 | 25.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| CARVER ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| CARVER ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 26.2 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| CARVER ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 27.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| CARVER ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 26.2 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| CARVER ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 28.9 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| CARVER ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 28.9 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| CARVER ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| CARVER ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 27.6 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CARVER ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 27.6 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| CENTENNIAL ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 38.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | 0002 | CLASSROOM | 1 | 1 | 0 | 25.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 36.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | 0004 | EXCEP CHLD | 1 | 1 | 0 | 52.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | 0005 | CLASSROOM | 1 | 1 | 0 | 35.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | 0006 | CLASSROOM | 1 | 1 | 0 | 39.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | 0007 | CLASSROOM | 1 | 1 | 0 | 33.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |

## ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| CENTENNIAL ELEM | 0009 | CLASSROOM | 1 | 1 | 0 | 39.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | 0010 | CLASSROOM | 1 | 1 | 0 | 33.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | 0011 | CLASSROOM | 1 | 1 | 0 | 32.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | 0012 | CLASSROOM | 1 | 1 | 0 | 38.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | MUS | MUSIC | 0 | 0 | 0 | 132.4 | INCAN W/SHIELD | NO CONSIDERATN | IN-ROOM/GRAVITY |
| CENTENNIAL ELEM | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/GRAVITY |
| CENTENNIAL ELEM | LIBR | LIBRARY | 1 | 0 | 1 | 32.5 | EXPOSED FLUORES | NO CONSIDERATN | CENTRAL/GRAVITY |
| FAIRPARK ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 33.6 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FAIRPARK ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 21.7 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FAIRPARK ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 30.5 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FAIRPARK ELEMENTARY | 0004 | LIBRARY | 1 | 1 | 0 | ****** | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FAIRPARK ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 32.0 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FAIRPARK ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 32.0 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FAIRPARK ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/ZONE COOL |
| FAIRPARK ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 40.4 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/ZONE COOL |
| FAIRPARK ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 44.3 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/ZONE COOL |
| FAIRPARK ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 46.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/ZONE COOL |
| FAIRPARK ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 30.8 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| FAIRPARK ELEMENTARY | 0012 | EXCEP CHLD | 1 | 1 | 0 | 138.7 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| FAIRPARK ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| FOREST PARK ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 32.3 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0002 | CLASSROOM | 1 | 1 | 0 | 32.3 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 32.3 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0004 | CLASSROOM | 1 | 1 | 0 | 26.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0005 | CLASSROOM | 1 | 1 | 0 | 46.3 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0006 | CLASSROOM | 1 | 1 | 0 | 51.8 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0007 | CLASSROOM | 1 | 1 | 0 | 48.0 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0008 | CLASSROOM | 1 | 1 | 0 | 51.8 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0009 | LIBRARY | 1 | 1 | 0 | 20.6 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0010 | CLASSROOM | 1 | 1 | 0 | 32.3 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0011 | CLASSROOM | 1 | 1 | 0 | 28.6 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0012 | CLASSROOM | 1 | 1 | 0 | 26.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0013 | CLASSROOM | 1 | 1 | 0 | 28.6 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0014 | CLASSROOM | 1 | 1 | 0 | 29.7 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0015 | CLASSROOM | 1 | 1 | 0 | 28.6 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0016 | CLASSROOM | 1 | 1 | 0 | 27.5 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0017 | CLASSROOM | 1 | 1 | 0 | 27.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0018 | CLASSROOM | 1 | 1 | 0 | 29.7 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0019 | CLASSROOM | 1 | 1 | 0 | 48.0 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | 0020 | CLASSROOM | 1 | 1 | 0 | 48.0 | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FOREST PARK ELEM | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| FRANKLIN ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 42.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0006 | EXCEP CHLD | 1 | 1 | 0 | 60.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0009 | COUNSELING | 0 | 0 | 0 | 900.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT. |
| FRANKLIN ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0021 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |

## ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| FRANKLIN ELEMENTARY | 0022 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0023 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0024 | EXCEP CHLD | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0025 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0026 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | 900.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| FRANKLIN ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0010 | LIBRARY | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0011 | EXCEP CHLD | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| FRANKLIN ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/MECH VENT |
| GARLAND ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 29.2 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 34.5 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0003 | MISC OFFCE | 1 | 1 | 0 | ****** | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0004 | LIBRARY | 1 | 1 | 0 | ****** | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 29.2 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 34.6 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GARLAND ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 33.3 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GARLAND ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 39.1 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GARLAND ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 32.1 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GARLAND ELEMENTARY | 0010 | EXCEP CHLD | 1 | 1 | 0 | 26.7 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 27.7 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 25.9 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0013 | EXCEP CHLD | 1 | 1 | 0 | 93.5 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 27.9 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 30.3 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 30.3 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 27.7 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0018 | EXCEP CHLD | 0 | 0 | 0 | 55.8 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | 0019 | CLASSROOM | 0 | 0 | 0 | 31.2 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| GARLAND ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| GIBBS ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | 9.0 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |

## ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| GIBBS ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0008 | LIBRARY | 1 | 1 | 0 | ****** | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 28.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GIBBS ELEMENTARY | 0014 | EXCEP CHLD | 1 | 1 | 0 | 57.9 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 004A | CLASSROOM | 1 | 1 | 0 | 40.9 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 002A | CLASSROOM | 1 | 1 | 0 | 26.5 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | MULP | MULTI-PURP | 1 | 1 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 001B | CLASSROOM | 1 | 1 | 0 | 26.5 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 003B | CLASSROOM | 1 | 1 | 0 | 22.5 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 004B | EXCEP CHLD | 1 | 1 | 0 | 60.0 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 002B | CLASSROOM | 1 | 1 | 0 | 32.1 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 001C | MUSIC | 1 | 1 | 0 | 60.0 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 002C | CLASSROOM | 1 | 1 | 0 | 900.0 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 003C | CLASSROOM | 1 | 1 | 0 | 900.0 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 004C | CLASSROOM | 1 | 1 | 0 | 900.0 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 005C | CLASSROOM | 1 | 1 | 0 | 900.0 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 001A | CLASSROOM | 1 | 1 | 0 | 39.1 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GILLAM ELEMENTARY | 003A | CLASSROOM | 1 | 1 | 0 | 36.0 | INCAN W/SHIELD | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | X | EXCEP CHLD | 1 | 1 | 0 | 20.6 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 32.3 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 32.3 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0005 | CLASSROOM | 1 | 1 | 0 | 32.3 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0007 | CLASSROOM | 1 | 1 | 0 | 29.0 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0009 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0002 | CLASSROOM | 1 | 1 | 0 | 32.3 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0004 | CLASSROOM | 1 | 1 | 0 | 36.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0006 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0008 | CLASSROOM | 1 | 1 | 0 | 31.1 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0010 | CLASSROOM | 1 | 1 | 0 | 29.0 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0011 | EXCEP CHLD | 1 | 1 | 0 | 60.0 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0012 | CLASSROOM | 1 | 1 | 0 | 27.1 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0013 | CLASSROOM | 1 | 1 | 0 | 27.1 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0014 | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0015 | CLASSROOM | 1 | 1 | 0 | 29.0 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0016 | CLASSROOM | 1 | 1 | 0 | 23.3 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0017 | CLASSROOM | 1 | 1 | 0 | 33.6 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | 0018 | CLASSROOM | 1 | 1 | 0 | 29.0 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |
| GRANITE MT ELEM | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/MECHAN |

# ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| ISH ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 27.0 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 27.0 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 29.2 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 26.0 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 25.1 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 19.4 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | AID | HEALTH | 0 | 0 | 0 | ****** | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | LIBR | LIBRARY | 0 | 0 | 0 | ****** | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 23.5 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 25.1 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 24.3 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 24.3 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 24.3 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 23.5 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 22.1 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 22.8 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 24.3 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 22.8 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| ISH ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 23.5 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/ROOM COOL |
| JEFFERSON ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0019 | EXCEP CHLD | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0021 | CLASSROOM | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0023 | CLASSROOM | 1 | 1 | 0 | 29.9 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0022 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | 0024 | CLASSROOM | 1 | 1 | 0 | 32.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/MECH VENT |
| JEFFERSON ELEMENTARY | LIB | LIBRARY | 1 | 1 | 0 | ****** | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| JEFFERSON ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |

ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| KRAMER ELEMENTARY | REM | EXCEP CHLD | 1 | 0 | 1 | 36.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 26.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 28.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0005 | EXCEP CHLD | 1 | 1 | 0 | 59.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0004 | EXCEP CHLD | 1 | 1 | 0 | 68.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 35.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 35.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0010 | EXCEP CHLD | 1 | 1 | 0 | 44.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0012 | EXCEP CHLD | 1 | 0 | 1 | 56.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0006 | EXCEP CHLD | 1 | 0 | 1 | 59.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | 0008 | LIBRARY | 0 | 0 | 1 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | 8.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| KRAMER ELEMENTARY | AUD | MULTI-PURP | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 32.5 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0016 | MUSIC | 1 | 1 | 0 | 9.3 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 37.8 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 42.5 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0019 | EXCEP CHLD | 1 | 1 | 0 | 28.7 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0021 | MUSIC | 0 | 0 | 0 | 70.2 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** |  | COMBINATION |  |
| LEE ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 31.4 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 31.4 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 27.9 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 28.9 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 25.2 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 23.6 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0007 | AUDITORIUM | 0 | 0 | 0 | ****** | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0008 | MISC OFFCE | 0 | 0 | 0 | ****** | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 30.2 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 30.2 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0012 | LIBRARY | 1 | 1 | 0 | ****** | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 27.9 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| LEE ELEMENTARY | 0014 | EXCEP CHLD | 1 | 1 | 0 | 52.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| MEADOWCLIFF ELEM | 0019 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/SHIELD | ABSORBING WALLS | IN-ROOM/COOLING |
| MEADOWCLIFF ELEM | 0020 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/SHIELD | ABSORBING WALLS | IN-ROOM/COOLING |
| MEADOWCLIFF ELEM | 0021 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/SHIELD | ABSORBING WALLS | IN-ROOM/COOLING |
| MEADOWCLIFF ELEM | 0022 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/SHIELD | ABSORBING WALLS | IN-ROOM/COOLING |
| MEADOWCLIFF ELEM | 0023 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/SHIELD | ABSORBING WALLS | IN-ROOM/COOLING |
| MEADOWCLIFF ELEM | 0024 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/SHIELD | ABSORBING WALLS | IN-ROOM/COOLING |
| MEADOWCLIFF ELEM | 0013 | CLASSROOM | 1 | 1 | 0 | 33.3 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0014 | CLASSROOM | 1 | 1 | 0 | 34.6 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0015 | CLASSROOM | 1 | 1 | 0 | 33.3 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0016 | CLASSROOM | 1 | 1 | 0 | 37.5 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0017 | CLASSROOM | 1 | 1 | 0 | 32.1 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0018 | CLASSROOM | 1 | 1 | 0 | 39.1 | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |

ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| MEADOWCLIFF ELEM | APOR | CLASSROOM | 1 | 1 | 0 | 19.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | BPCR | CLASSROOM | 1 | 1 | 0 | 19.1 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | LIBR | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0002 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 32.3 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0004 | CLASSROOM | 1 | 1 | 0 | 28.0 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0005 | CLASSROOM | 1 | 1 | 0 | 29.0 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0007 | CLASSROOM | 1 | 1 | 0 | 27.1 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0008 | CLASSROOM | 1 | 1 | 0 | 28.0 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0006 | CLASSROOM | 1 | 1 | 0 | 29.0 | CONCEN RING INC | ABSORBING WALLS | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0009 | CLASSROOM | 1 | 1 | 0 | 31.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0011 | CLASSROOM | 1 | 1 | 0 | 34.6 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0010 | CLASSROOM | 0 | 0 | 0 | 36.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| MEADOWCLIFF ELEM | 0012 | CLASSROOM | 0 | 0 | 0 | 36.0 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| MITCHELL ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 28.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0003 | EXCEP CHLD | 1 | 1 | 0 | 93.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 31.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 34.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 25.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 37.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 28.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 28.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 23.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 25.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | 0013 | LIBRARY | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/COOLING |
| MITCHELL ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 25.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | EXPOSED INCAN | NO CONSIDERATN | CENTRAL/GRAVITY |
| MITCHELL ELEMENTARY | AID | HEALTH | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 38.8 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 41.7 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 29.0 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 35.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 29.2 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 27.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 23.6 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 37.5 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0009 | LANG LAB | 1 | 1 | 0 | 44.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 22.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0008 | MISC INSTR | 0 | 0 | 0 | 400.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 31.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 31.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 25.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | 24.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 30.2 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | AUD | MULTI-PURP | 0 | 0 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/GRAVITY |
| OAKHURST ELEMENTARY | 0018 | MISC OFFCE | 0 | 0 | 0 | 350.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |

# ROOM ADEQUACY (PART I)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| PARHAM ELEMENTARY | 008B | CLASSROOM | 1 | 1 | 0 | 37.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 005B | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 006B | CLASSROOM | 1 | 1 | 0 | 26.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 007B | CLASSROOM | 1 | 1 | 0 | 32.6 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 003C | CLASSROOM | 1 | 1 | 0 | 27.2 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 004C | CLASSROOM | 1 | 1 | 0 | 28.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 005C | CLASSROOM | 1 | 1 | 0 | 26.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 006C | CLASSROOM | 1 | 1 | 0 | 30.2 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 002B | CLASSROOM | 1 | 1 | 0 | 36.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 003B | CLASSROOM | 1 | 1 | 0 | 22.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 004B | CLASSROOM | 1 | 1 | 0 | 33.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 001B | CLASSROOM | 1 | 1 | 0 | 35.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 001C | CLASSROOM | 1 | 1 | 0 | 28.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 002C | EXCEP CHLD | 1 | 1 | 0 | 660.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PARHAM ELEMENTARY | 005A | MUSIC | 1 | 1 | 0 | 35.0 | EXPOSED FLUORES | NO CONSIDERATN | NO MECH VENT |
| PARHAM ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| PARHAM ELEMENTARY | MUS | MUSIC | 1 | 1 | 0 | 26.7 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| PARHAM ELEMENTARY | AUD | CAFETORIUM | 1 | 1 | 0 | 7.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PFEIFER ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 28.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PFEIFER ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 29.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PFEIFER ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 27.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PFEIFER ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 29.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| PFEIFER ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 17.6 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| PFEIFER ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 17.6 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| PFEIFER ELEMENTARY | 0007 | EXCEP CHLD | 1 | 1 | 0 | 33.8 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| PFEIFER ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0002 | CLASSROOM | 1 | 1 | 0 | 24.4 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 22.7 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0004 | CLASSROOM | 1 | 1 | 0 | 24.4 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0007 | CLASSROOM | 1 | 1 | 0 | 24.4 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0010 | CLASSROOM | 1 | 1 | 0 | 25.3 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0012 | CLASSROOM | 1 | 1 | 0 | 28.4 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0013 | CLASSROOM | 1 | 1 | 0 | 25.3 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0014 | CLASSROOM | 1 | 1 | 0 | 22.7 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0015 | CLASSROOM | 1 | 1 | 0 | 22.7 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0020 | CLASSROOM | 1 | 1 | 0 | 29.7 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0024 | EXCEP CHLD | 1 | 1 | 0 | 45.5 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0016 | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/MECH VENT |
| PULASKI HEIGHTS ELEM | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 31.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0008 | CLASSROOM | 1 | 1 | 0 | 32.5 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0009 | CLASSROOM | 0 | 0 | 0 | 28.4 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0011 | CLASSROOM | 1 | 1 | 0 | 22.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0018 | CLASSROOM | 1 | 1 | 0 | 31.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0019 | CLASSROOM | 1 | 1 | 0 | 31.0 | EXPOSED FLUORES | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0021 | CLASSROOM | 1 | 1 | 0 | 28.6 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0022 | CLASSROOM | 1 | 1 | 0 | 29.6 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| PULASKI HEIGHTS ELEM | 0023 | CLASSROOM | 1 | 1 | 0 | 37.0 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |

## ROOM ADEQUACY (PART I)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| RIGHTSELL ELEMENTARY | 0101 | CLASSROOM | 1 | 1 | 0 | 31.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0102 | CLASSROOM | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0104 | CLASSROOM | 1 | 1 | 0 | 28.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0105 | CLASSROOM | 1 | 1 | 0 | 31.6 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0106 | CLASSROOM | 1 | 1 | 0 | 31.6 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0201 | CLASSROOM | 1 | 1 | 0 | 31.6 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0202 | CLASSROOM | 1 | 1 | 0 | 30.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 44.3 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| RIGHTSELL ELEMENTARY | 0016 | EXCEP CHLD | 1 | 1 | 0 | 82.5 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| RIGHTSELL ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 26.2 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 24.8 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| RIGHTSELL ELEMENTARY | 0019 | EXCEP CHLD | 1 | 1 | 0 | 75.4 | EXPOSED FLUORES | NO CONSIDERATN | IN-ROOM/MECHAN |
| RIGHTSELL ELEMENTARY | 0020 | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0021 | CLASSROOM | 1 | 1 | 0 | 32.9 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/MECHAN |
| RIGHTSELL ELEMENTARY | 0103 | CLASSROOM | 1 | 1 | 0 | 28.3 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0203 | CLASSROOM | 1 | 1 | 0 | 31.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0204 | CLASSROOM | 1 | 1 | 0 | 34.4 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0205 | CLASSROOM | 1 | 1 | 0 | 32.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0206 | CLASSROOM | 1 | 1 | 0 | 34.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | 0207 | COUNSELING | 1 | 0 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| RIGHTSELL ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| ROMINE ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 37.5 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 32.1 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | 10.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0001 | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| ROMINE ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| STEPHENS ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 34.6 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 36.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 37.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |

ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| STEPHENS ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 27.3 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 36.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 30.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 31.0 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 62.5 | CONCEN RING INC | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 33.1 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 36.9 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 36.9 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 36.9 | CONCEN RING INC | ABSORBING WALLS | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 38.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 38.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 16.5 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 38.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| STEPHENS ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/GRAVITY |
| STEPHENS ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| TERRY ELEMENTARY | 0100 | CLASSROOM | 1 | 1 | 0 | 37.4 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0101 | CLASSROOM | 1 | 1 | 0 | 37.1 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0102 | CLASSROOM | 1 | 1 | 0 | 37.1 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0103 | CLASSROOM | 1 | 1 | 0 | 37.1 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0104 | CLASSROOM | 1 | 1 | 0 | 32.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0105 | CLASSROOM | 1 | 1 | 0 | 32.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0106 | CLASSROOM | 1 | 1 | 0 | 32.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0107 | CLASSROOM | 1 | 1 | 0 | 31.1 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0108 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0109 | CLASSROOM | 1 | 1 | 0 | 31.1 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0110 | CLASSROOM | 1 | 1 | 0 | 42.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0111 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0112 | CLASSROOM | 1 | 1 | 0 | 28.0 | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0113 | CLASSROOM | 1 | 1 | 0 | 27.1 | FLUOR W/SHIELD | ABSORBING FLOOR | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0114 | CLASSROOM | 1 | 1 | 0 | 32.3 | FLUOR W/SHIELD | ABSORBING FLOOR | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0115 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/SHIELD | ABSORBING FLOOR | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0116 | CLASSROOM | 1 | 1 | 0 | 31.1 | FLUOR W/SHIELD | ABSORBING FLOOR | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0117 | CLASSROOM | 1 | 1 | 0 | 26.3 | FLUOR W/SHIELD | ABSORBING FLOOR | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | 0118 | CLASSROOM | 1 | 1 | 0 | 26.3 | FLUOR W/SHIELD | ABSORBING FLOOR | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | FLUOR W/SHIELD | ABSORBING WALLS | CENTRAL/ROOM COOL |
| TERRY ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** |  | COMBINATION |  |
| WASHINGTON ELEM | 0101 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | SCATTERING | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0102 | LIBRARY | 1 | 1 | 0 | ****** | INCAN W/SHIELD | SCATTERING | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0103 | CLASSROOM | 1 | 1 | 0 | 22.0 | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0104 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | SCATTERING | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0105 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | SCATTERING | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0106 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | SCATTERING | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0107 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | SCATTERING | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0108 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | SCATTERING | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0109 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | SCATTERING | CENTRAL/MECH VENT. |
| WASHINGTON ELEM | 0110 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | SCATTERING | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0111 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | SCATTERING | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0112 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | SCATTERING | CENTRAL/MECH VENT |

## ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| WASHINGTON ELEM | 0113 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0114 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0115 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0116 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0117 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0118 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0119 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/MECH VENT |
| WASHINGTON ELEM | 0120 | CLASSROOM | 1 | 1 | 0 | 19.8 | INCAN W/SHIELD | ABSORBING WALLS | CENTRAL/MECH VENT |
| WASHINGTON ELEM | TEMP | EXCEP CHLD | 1 | 1 | 0 | 25.9 | FLUOR W/LOUVERS | NO CONSIDERATN | IN-ROOM/GRAVITY |
| WASHINGTON ELEM | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | IN-ROOM/GRAVITY |
| WESTERN HILLS ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 30.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| WESTERN HILLS ELEM | 0007 | MUSIC | 1 | 1 | 0 | 112.0 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| WESTERN HILLS ELEM | 0008 | CLASSROOM | 1 | 1 | 0 | 26.4 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| WESTERN HILLS ELEM | 0009 | CLASSROOM | 1 | 1 | 0 | 74.7 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| WESTERN HILLS ELEM | 0010 | CLASSROOM | 1 | 1 | 0 | 37.3 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| WESTERN HILLS ELEM | 0002 | EXCEP CHLD | 1 | 1 | 0 | 29.9 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| WESTERN HILLS ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 59.7 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| WESTERN HILLS ELEM | 0004 | CLASSROOM | 1 | 1 | 0 | 40.7 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| WESTERN HILLS ELEM | 0005 | CLASSROOM | 1 | 1 | 0 | 35.8 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| WESTERN HILLS ELEM | 0006 | EXCEP CHLD | 1 | 1 | 0 | 59.7 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/MECH VENT |
| WESTERN HILLS ELEM | CAFF | CAFETORIUM | 0 | 0 | 0 | ****** | LUMINOUS CEILIN | ABSORBING WALLS | CENTRAL/MECH VENT |
| WESTERN HILLS ELEM | LIBR | LIBRARY | 0 | 0 | 0 | ****** | LUMINOUS CEILIN | ABSORBING FLOOR | CENTRAL/MECH VENT |
| WILLIAMS ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 32.7 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 33.8 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0017 | EXCEP CHLD | 1 | 1 | 0 | 980.0 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 31.6 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 30.6 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 31.6 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0021 | CLASSROOM | 1 | 1 | 0 | 31.6 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0022 | CLASSROOM | 1 | 1 | 0 | 33.8 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0023 | CLASSROOM | 1 | 1 | 0 | 33.8 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0024 | CLASSROOM | 1 | 1 | 0 | 35.0 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0025 | CLASSROOM | 1 | 1 | 0 | 33.8 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | LIBR | LIBRARY | 0 | 0 | 0 | ****** | EXPOSED FLUORES | ABSORBING FLOOR | CENTRAL/MECH VENT |
| WILLIAMS ELEMENTARY | 0001 | EXCEP CHLD | 1 | 1 | 0 | 840.0 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 33.8 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 36.3 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 35.0 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 36.3 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 33.8 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 31.6 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 32.7 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 32.7 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 40.8 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 40.8 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 40.8 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 42.6 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |
| WILLIAMS ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 32.7 | EXPOSED FLUORES | ABSORBING WALLS | CENTRAL/GRAVITY |

## ROOM ADEQUACY (PART 1)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | LIGHTING TYPE | SOUND CONTROL | HEATING/ VENTILATION |
|---|---|---|---|---|---|---|---|---|---|
| WILSON ELEMENTARY | 0001 | LIBRARY | 1 | 1 | 0 | ****** | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WILSON ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 29.3 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WILSON ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 28.2 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WILSON ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 27.1 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WILSON ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 28.2 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WILSON ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.6 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WILSON ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 29.3 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WILSON ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 29.4 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WILSON ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 29.4 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WILSON ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 28.3 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WILSON ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 29.4 | INCAN W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WILSON ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 38.1 | INCAN W/SHIELD | NO CONSIDERATN | IN-ROOM/GRAVITY |
| WILSON ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 38.1 | INCAN W/SHIELD | NO CONSIDERATN | IN-ROOM/GRAVITY |
| WILSON ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 38.1 | INCAN W/SHIELD | NO CONSIDERATN | IN-ROOM/GRAVITY |
| WILSON ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 39.7 | INCAN W/SHIELD | NO CONSIDERATN | IN-ROOM/GRAVITY |
| WILSON ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 41.4 | INCAN W/SHIELD | NO CONSIDERATN | IN-ROOM/GRAVITY |
| WILSON ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 43.3 | INCAN W/SHIELD | NO CONSIDERATN | IN-ROOM/GRAVITY |
| WILSON ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 38.1 | INCAN W/SHIELD | NO CONSIDERATN | IN-ROOM/GRAVITY |
| WILSON ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 43.3 | INCAN W/SHIELD | NO CONSIDERATN | IN-ROOM/GRAVITY |
| WILSON ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | CONCEN RING INC | NO CONSIDERATN | IN-ROOM/GRAVITY |
| WOODRUFF ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 35.8 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 30.9 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 32.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 30.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 27.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 40.7 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 42.6 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 39.0 | FLUOR W/SHIELD | NO CONSIDERATN | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 31.1 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 29.0 | FLUOR W/LOUVERS | NO CONSIDERATN | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 37.6 | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | LIBR | LIBRARY | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING FLOOR | CENTRAL/GRAVITY |
| WOODRUFF ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | FLUOR W/LOUVERS | ABSORBING WALLS | CENTRAL/GRAVITY |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CENTRAL HIGH | 0151 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0150 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0148 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0152 | EXCEP CHLD | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0133 | HOME ECON | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0308 | LABORATORY | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0201 | SPECIAL | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0202 | SPECIAL | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0203 | SPECIAL | 1 | 1 | 0 | 37.4 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0113 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0339 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0341 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0114 | CLASSROOM | 1 | 1 | 0 | 20.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0116 | LABORATORY | 1 | 1 | 0 | 20.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 116S | MISC INSTR | 1 | 1 | 0 | ****** | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0122 | LABORATORY | 1 | 1 | 0 | 20.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0124 | CLASSROOM | 1 | 1 | 0 | 20.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0127 | MUSIC | 1 | 1 | 0 | 105.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0134 | CLASSROOM | 1 | 1 | 0 | 36.7 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0135 | KINDERGRTN | 1 | 1 | 0 | 15.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0136 | MISC INSTR | 1 | 1 | 0 | ****** | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0138 | SPECIAL | 1 | 1 | 0 | 36.7 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0140 | MISC INSTR | 1 | 1 | 0 | ****** | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0137 | EXCEP CHLD | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0204 | SPECIAL | 1 | 1 | 0 | 37.4 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0208 | SPECIAL | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0001 | SHOP | 1 | 1 | 0 | 32.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0002 | CLASSROOM | 1 | 1 | 0 | 16.9 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0003 | SHOP | 1 | 1 | 0 | 12.8 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0006 | SHOP | 1 | 1 | 0 | 16.9 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0101 | CLASSROOM | 1 | 1 | 0 | 16.9 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0102 | CLASSROOM | 1 | 1 | 0 | 16.9 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0103 | LABORATORY | 1 | 1 | 0 | 16.9 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0105 | LABORATORY | 1 | 1 | 0 | 16.9 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0107 | CLASSROOM | 1 | 1 | 0 | 20.7 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0109 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0111 | CLASSROOM | 1 | 1 | 0 | 20.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0104 | LABORATORY | 1 | 1 | 0 | 33.7 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0115 | CLASSROOM | 1 | 1 | 0 | 20.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0117 | CLASSROOM | 1 | 1 | 0 | 20.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0312 | SPECIAL | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0313 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0314 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0315 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0318 | LANG LAB | 1 | 1 | 0 | 48.4 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | LIBR | LIBRARY | 1 | 1 | 0 | ****** | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0329 | SPECIAL | 1 | 1 | 0 | 22.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0331 | SPECIAL | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CENTRAL HIGH | 0332 | SPECIAL | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0333 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0335 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0336 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0337 | CLASSROOM | 1 | 1 | 0 | 19.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0233 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0424 | HOME ECON | 1 | 1 | 0 | 40.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0501 | MUSIC | 1 | 1 | 0 | 57.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0247 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0250 | CLASSROOM | 1 | 1 | 0 | 19.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0252 | EXCEP CHLD | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0251 | CLASSROOM | 1 | 1 | 0 | 19.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0248 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0301 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0302 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0303 | LABORATORY | 1 | 1 | 0 | 38.1 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0307 | LABORATORY | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0304 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0306 | MISC INSTR | 1 | 1 | 0 | ****** | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0311 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0234 | CLASSROOM | 1 | 1 | 0 | 37.4 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0235 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0236 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0237 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0238 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0239 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0240 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0245 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0246 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0139 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0143 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0145 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0147 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0149 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0209 | SPECIAL | 1 | 1 | 0 | 22.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0213 | SPECIAL | 1 | 1 | 0 | 24.9 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0214 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0216 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0218 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0220 | CLASSROOM | 1 | 1 | 0 | 37.4 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0340 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0339 | LANG LAB | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0342 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0401 | HOME ECON | 1 | 1 | 0 | 40.0 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0405 | HOME ECON | 1 | 1 | 0 | 26.7 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0409 | HOME ECON | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0420 | MUSIC | 1 | 1 | 0 | 26.7 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| CENTRAL HIGH | 0410 | HOME ECON | 1 | 1 | 0 | 18.3 | NO | NO | NO | FAIR | POOR | POOR | GOOD | POOR |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HALL HIGH | 0608 | CLASSROOM | 1 | 1 | 0 | 19.5 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | GOOD |
| HALL HIGH | 0609 | CLASSROOM | 1 | 1 | 0 | 19.5 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | GOOD |
| HALL HIGH | 0610 | CLASSROOM | 1 | 1 | 0 | 19.5 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | GOOD |
| HALL HIGH | 0611 | CLASSROOM | 1 | 1 | 0 | 19.5 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | GOOD |
| HALL HIGH | 0612 | LANG LAB | 1 | 1 | 0 | 19.5 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | GOOD |
| HALL HIGH | 0613 | CLASSROOM | 1 | 1 | 0 | 19.5 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| HALL HIGH | 0701 | CLASSROOM | 1 | 1 | 0 | 17.6 | YES | NO | NO | POOR | POOR | FAIR | POOR | POOR |
| HALL HIGH | BUS | SPECIAL | 1 | 1 | 0 | 72.8 | YES | YES | NO | GOOD | FAIR | POOR | POOR | POOR |
| HALL HIGH | LIBR | LIBRARY | 2 | 2 | 0 | ****** | YES | NO | NO | | | EXCELNT | | |
| HALL HIGH | 0614 | LABORATORY | 1 | 1 | 0 | 35.0 | YES | YES | YES | EXCELNT | EXCELNT | EXCELNT | FAIR | FAIR |
| HALL HIGH | 0403 | HOME ECON | 1 | 1 | 0 | 42.9 | YES | NO | NO | GOOD | GOOD | EXCELNT | GOOD | GOOD |
| HALL HIGH | 0102 | CLASSROOM | 1 | 1 | 0 | 19.5 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| HALL HIGH | 0103 | CLASSROOM | 1 | 1 | 0 | 21.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| HALL HIGH | 0104 | CLASSROOM | 1 | 1 | 0 | 21.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| HALL HIGH | 0105 | CLASSROOM | 1 | 1 | 0 | 23.4 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | GOOD |
| HALL HIGH | 0106 | LABORATORY | 1 | 1 | 0 | 42.2 | YES | NO | NO | FAIR | GOOD | POOR | EXCELNT | POOR |
| HALL HIGH | 0107 | LABORATORY | 1 | 1 | 0 | 33.3 | YES | NO | NO | FAIR | FAIR | GOOD | FAIR | GOOD |
| HALL HIGH | 0108 | CLASSROOM | 1 | 1 | 0 | 23.4 | YES | NO | NO | FAIR | FAIR | POOR | EXCELNT | EXCELNT |
| HALL HIGH | 0109 | CLASSROOM | 1 | 1 | 0 | 16.6 | YES | NO | NO | FAIR | GOOD | POOR | FAIR | EXCELNT |
| HALL HIGH | 0110 | LABORATORY | 1 | 1 | 0 | 31.4 | YES | NO | NO | FAIR | GOOD | POOR | FAIR | FAIR |
| HALL HIGH | 0111 | CLASSROOM | 1 | 1 | 0 | 17.6 | YES | NO | NO | FAIR | GOOD | POOR | FAIR | EXCELNT |
| HALL HIGH | 0112 | LABORATORY | 1 | 1 | 0 | 25.1 | YES | NO | NO | FAIR | GOOD | POOR | EXCELNT | FAIR |
| HALL HIGH | 0113 | CLASSROOM | 1 | 1 | 0 | 23.4 | YES | NO | NO | FAIR | GOOD | POOR | FAIR | FAIR |
| HALL HIGH | 0201 | CLASSROOM | 1 | 1 | 0 | 20.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | GOOD |
| HALL HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 20.1 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | GOOD |
| HALL HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 23.4 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | GOOD |
| HALL HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 19.5 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | GOOD |
| HALL HIGH | 0205 | CLASSROOM | 1 | 1 | 0 | 20.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| HALL HIGH | 0206 | SPECIAL | 1 | 1 | 0 | 21.2 | YES | NO | NO | GOOD | GOOD | POOR | GOOD | EXCELNT |
| HALL HIGH | 0207 | SPECIAL | 1 | 1 | 0 | 22.6 | NO | NO | NO | GOOD | GOOD | POOR | EXCELNT | FAIR |
| HALL HIGH | 0208 | SPECIAL | 1 | 1 | 0 | 19.5 | NO | NO | NO | GOOD | GOOD | POOR | EXCELNT | GOOD |
| HALL HIGH | 0209 | CLASSROOM | 1 | 1 | 0 | 21.9 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | GOOD |
| HALL HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 19.5 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| HALL HIGH | 0211 | CLASSROOM | 1 | 1 | 0 | 19.5 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| HALL HIGH | 0212 | CLASSROOM | 1 | 1 | 0 | 19.5 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| HALL HIGH | 0213 | CLASSROOM | 1 | 1 | 0 | 19.5 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| HALL HIGH | 0214 | CLASSROOM | 1 | 1 | 0 | 19.5 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| HALL HIGH | 0401 | MULTI-PURP | 0 | 0 | 0 | ****** | NO | NO | NO | EXCELNT | EXCELNT | | | |
| HALL HIGH | 0402 | HOME ECON | 1 | 1 | 0 | 39.0 | YES | YES | NO | EXCELNT | EXCELNT | EXCELNT | FAIR | FAIR |
| HALL HIGH | 0404 | SPECIAL | 1 | 1 | 0 | 33.6 | YES | NO | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | EXCELNT |
| HALL HIGH | 0405 | SHOP | 1 | 1 | 0 | 47.4 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| HALL HIGH | 0406 | SHOP | 1 | 1 | 0 | 63.3 | YES | NO | YES | GOOD | GOOD | EXCELNT | EXCELNT | EXCELNT |
| HALL HIGH | 0501 | MUSIC | 1 | 1 | 0 | 21.3 | YES | NO | YES | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| HALL HIGH | 0502 | MUSIC | 1 | 1 | 0 | 16.9 | YES | NO | NO | GOOD | GOOD | EXCELNT | EXCELNT | EXCELNT |
| HALL HIGH | 0503 | CLASSROOM | 1 | 1 | 0 | 30.5 | YES | NO | NO | GOOD | FAIR | POOR | POOR | POOR |
| HALL HIGH | 0601 | CLASSROOM | 1 | 1 | 0 | 14.4 | NO | NO | NO | FAIR | FAIR | FAIR | EXCELNT | GOOD |
| HALL HIGH | 0602 | CLASSROOM | 1 | 1 | 0 | 21.3 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | GOOD |
| HALL HIGH | 0603 | CLASSROOM | 0 | 0 | 0 | 19.5 | NO | YES | NO | GOOD | GOOD | GOOD | EXCELNT | GOOD |
| HALL HIGH | 0604 | CLASSROOM | 0 | 0 | 0 | 19.5 | NO | YES | NO | GOOD | GOOD | GOOD | EXCELNT | GOOD |
| HALL HIGH | 0605 | CLASSROOM | 0 | 0 | 0 | 19.5 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | GOOD |
| HALL HIGH | 0606 | CLASSROOM | 0 | 0 | 0 | 19.5 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | GOOD |
| HALL HIGH | 0607 | CLASSROOM | 0 | 0 | 0 | 19.5 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | GOOD |

# ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MANN HIGH | 0131 | CLASSROOM | 1 | 1 | 0 | 20.4 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| MANN HIGH | 0130 | CLASSROOM | 1 | 1 | 0 | 29.3 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| MANN HIGH | 0140 | CLASSROOM | 1 | 1 | 0 | 24.0 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| MANN HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 17.5 | YES | NO | NO | GOOD | FAIR | FAIR | GOOD | POOR |
| MANN HIGH | 0222 | MISC INSTR | 1 | 1 | 0 | ****** | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | POOR |
| MANN HIGH | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | YES | NO | YES | GOOD | GOOD | POOR | | |
| MANN HIGH | LIBR | LIBRARY | 0 | 0 | 0 | ****** | YES | NO | NO | GOOD | GOOD | FAIR | | FAIR |
| MANN HIGH | A | MISC INSTR | 1 | 1 | 0 | ****** | NO | YES | NO | GOOD | GOOD | POOR | POOR | POOR |
| MANN HIGH | B | MISC INSTR | 1 | 1 | 0 | ****** | NO | YES | NO | GOOD | GOOD | POOR | POOR | POOR |
| MANN HIGH | 0206 | LANG LAB | 1 | 1 | 0 | 24.5 | YES | NO | YES | GOOD | GOOD | POOR | GOOD | POOR |
| MANN HIGH | TRM | SHOP | 1 | 1 | 0 | 42.7 | YES | NO | NO | GOOD | FAIR | FAIR | GOOD | FAIR |
| MANN HIGH | 0123 | SHOP | 1 | 1 | 0 | 38.3 | NO | NO | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| MANN HIGH | 0125 | SHOP | 1 | 1 | 0 | 67.2 | NO | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| MANN HIGH | 0127 | SHOP | 1 | 1 | 0 | 67.2 | YES | NO | YES | GOOD | FAIR | FAIR | GOOD | GOOD |
| MANN HIGH | 0129 | SHOP | 1 | 1 | 0 | 56.0 | NO | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| MANN HIGH | 0201 | CLASSROOM | 1 | 1 | 0 | 26.3 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| MANN HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 31.5 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| MANN HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 24.5 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| MANN HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 17.5 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| MANN HIGH | 0205 | CLASSROOM | 1 | 1 | 0 | 19.4 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| MANN HIGH | 0209 | CLASSROOM | 1 | 1 | 0 | 23.0 | NO | NO | NO | GOOD | FAIR | FAIR | GOOD | FAIR |
| MANN HIGH | 0211 | CLASSROOM | 1 | 1 | 0 | 18.4 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| MANN HIGH | 0212 | CLASSROOM | 1 | 1 | 0 | 18.9 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| MANN HIGH | 0213 | CLASSROOM | 1 | 1 | 0 | 19.4 | NO | NO | NO | GOOD | FAIR | FAIR | GOOD | POOR |
| MANN HIGH | 0214 | CLASSROOM | 1 | 1 | 0 | 14.2 | NO | NO | NO | GOOD | FAIR | FAIR | GOOD | POOR |
| MANN HIGH | 0215 | CLASSROOM | 1 | 1 | 0 | 23.7 | NO | NO | NO | GOOD | FAIR | FAIR | GOOD | POOR |
| MANN HIGH | 0218 | MUSIC | 1 | 1 | 0 | 16.5 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| MANN HIGH | 0220 | MUSIC | 1 | 1 | 0 | 16.5 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | POOR |
| MANN HIGH | 0137 | CLASSROOM | 1 | 1 | 0 | 21.2 | NO | NO | NO | GOOD | GOOD | GOOD | FAIR | POOR |
| MANN HIGH | 0138 | CLASSROOM | 1 | 1 | 0 | 18.0 | NO | NO | NO | GOOD | GOOD | GOOD | FAIR | POOR |
| MANN HIGH | 0139 | CLASSROOM | 1 | 1 | 0 | 15.4 | NO | NO | NO | GOOD | GOOD | GOOD | FAIR | POOR |
| MANN HIGH | 0133 | CLASSROOM | 1 | 1 | 0 | 20.0 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | POOR |
| MANN HIGH | 0134 | CLASSROOM | 1 | 1 | 0 | 14.5 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | POOR |
| MANN HIGH | 0135 | CLASSROOM | 1 | 1 | 0 | 23.2 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | POOR |
| MANN HIGH | 0136 | CLASSROOM | 1 | 1 | 0 | 23.2 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| MANN HIGH | 0101 | LABORATORY | 1 | 1 | 0 | 21.0 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | FAIR |
| MANN HIGH | 0102 | LABORATORY | 1 | 1 | 0 | 21.5 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | FAIR |
| MANN HIGH | 0106 | LABORATORY | 1 | 1 | 0 | 17.5 | NO | NO | NO | FAIR | FAIR | FAIR | GOOD | FAIR |
| MANN HIGH | 0107 | EXCEP CHLD | 1 | 1 | 0 | 21.0 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | FAIR |
| MANN HIGH | 0110 | CLASSROOM | 1 | 1 | 0 | 24.5 | YES | NO | NO | FAIR | FAIR | POOR | GOOD | FAIR |
| MANN HIGH | 0111 | SPECIAL | 1 | 1 | 0 | 46.0 | NO | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| MANN HIGH | 0112 | EXCEP CHLD | 1 | 1 | 0 | 24.5 | YES | NO | NO | GOOD | FAIR | FAIR | GOOD | FAIR |
| MANN HIGH | 0114 | EXCEP CHLD | 1 | 1 | 0 | 18.4 | YES | NO | NO | GOOD | FAIR | FAIR | GOOD | FAIR |
| MANN HIGH | 0115 | SPECIAL | 1 | 1 | 0 | 29.1 | NO | NO | NO | GOOD | FAIR | FAIR | GOOD | FAIR |
| MANN HIGH | 0117 | SPECIAL | 1 | 1 | 0 | 13.1 | NO | NO | NO | FAIR | FAIR | FAIR | GOOD | POOR |
| MANN HIGH | 0119 | HOME ECON | 1 | 1 | 0 | 40.0 | NO | NO | NO | GOOD | GOOD | GOOD | FAIR | FAIR |
| MANN HIGH | 0116 | CLASSROOM | 1 | 1 | 0 | 21.6 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | FAIR |
| MANN HIGH | 0113 | CLASSROOM | 1 | 1 | 0 | 19.7 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | FAIR |
| MANN HIGH | 0105 | LABORATORY | 1 | 1 | 0 | 40.0 | NO | NO | NO | FAIR | FAIR | FAIR | GOOD | FAIR |
| MANN HIGH | 0104 | LABORATORY | 1 | 1 | 0 | 36.6 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| MANN HIGH | 0103 | LABORATORY | 1 | 1 | 0 | 40.0 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | GOOD |
| MANN HIGH | 0132 | CLASSROOM | 1 | 1 | 0 | 29.3 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | POOR |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STAINS | STAINS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| METRO HIGH | BCLR | CLASSROOM | 1 | 1 | 0 | 14.1 | NO | NO | NO | FAIR | FAIR | FAIR | GOOD | FAIR |
| METRO HIGH | CCLR | CLASSROOM | 1 | 1 | 0 | 26.2 | NO | NO | NO | FAIR | FAIR | POOR | EXCELNT | FAIR |
| METRO HIGH | 0305 | SHOP | 1 | 1 | 0 | 68.9 | NO | NO | NO | GOOD | GOOD | FAIR | POOR | FAIR |
| METRO HIGH | 0306 | SHOP | 1 | 1 | 0 | 109.4 | NO | NO | YES | EXCELNT | GOOD | FAIR | POOR | FAIR |
| METRO HIGH | 0307 | SHOP | 1 | 1 | 0 | 115.2 | NO | NO | YES | GOOD | GOOD | FAIR | POOR | POOR |
| METRO HIGH | 0308 | SHOP | 1 | 1 | 0 | 65.2 | NO | NO | YES | GOOD | GOOD | GOOD | GOOD | POOR |
| METRO HIGH | DCLR | CLASSROOM | 1 | 1 | 0 | 15.7 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | POOR |
| METRO HIGH | ECLR | CLASSROOM | 1 | 1 | 0 | 14.9 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | POOR |
| METRO HIGH | 0309 | SHOP | 1 | 1 | 0 | 65.2 | NO | NO | YES | GOOD | GOOD | GOOD | POOR | FAIR |
| METRO HIGH | 0310 | SHOP | 1 | 1 | 0 | 72.0 | NO | NO | YES | GOOD | GOOD | GOOD | POOR | FAIR |
| METRO HIGH | CAFE | GYMANTOR'M | 0 | 0 | 0 | ****** | YES | NO | YES | GOOD | GOOD | | | |
| METRO HIGH | 0206 | LABORATORY | 1 | 1 | 0 | 40.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | POOR |
| METRO HIGH | 0207 | CLASSROOM | 1 | 1 | 0 | 15.0 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0208 | CLASSROOM | 1 | 1 | 0 | 23.4 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0209 | CLASSROOM | 1 | 1 | 0 | 20.8 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 19.7 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0213 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0214 | SPECIAL | 1 | 1 | 0 | 31.0 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0215 | SPECIAL | 1 | 1 | 0 | 39.4 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0301 | SHOP | 2 | 2 | 0 | 159.1 | NO | NO | NO | EXCELNT | GOOD | FAIR | | FAIR |
| METRO HIGH | ACLR | CLASSROOM | 1 | 1 | 0 | 16.5 | NO | NO | NO | GOOD | FAIR | POOR | EXCELNT | FAIR |
| METRO HIGH | LUBE | MISC INSTR | 1 | 1 | 0 | 126.5 | NO | NO | NO | EXCELNT | GOOD | GOOD | | |
| METRO HIGH | 0303 | SHOP | 1 | 1 | 0 | 179.2 | NO | NO | YES | EXCELNT | GOOD | FAIR | POOR | POOR |
| METRO HIGH | 0304 | SHOP | 1 | 1 | 0 | 106.0 | NO | NO | YES | EXCELNT | GOOD | FAIR | | POOR |
| METRO HIGH | 0302 | EXCEP CHLD | 1 | 1 | 0 | 18.4 | NO | NO | NO | FAIR | FAIR | FAIR | EXCELNT | GOOD |
| METRO HIGH | 0101 | LABORATORY | 1 | 1 | 0 | 94.2 | YES | NO | NO | EXCELNT | EXCELNT | GOOD | GOOD | GOOD |
| METRO HIGH | 0102 | CLASSROOM | 1 | 1 | 0 | 20.8 | YES | NO | NO | EXCELNT | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0103 | CLASSROOM | 1 | 1 | 0 | 23.4 | YES | NO | NO | EXCELNT | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0104 | CLASSROOM | 1 | 1 | 0 | 20.8 | YES | NO | NO | EXCELNT | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0105 | CLASSROOM | 1 | 1 | 0 | 19.2 | NO | NO | NO | EXCELNT | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0106 | CLASSROOM | 1 | 1 | 0 | 21.4 | NO | NO | NO | EXCELNT | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0107 | HOME ECON | 1 | 1 | 0 | 41.7 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | FAIR |
| METRO HIGH | 0109 | LIBRARY | 1 | 1 | 0 | 20.4 | YES | NO | NO | GOOD | FAIR | POOR | | POOR |
| METRO HIGH | 0110 | LABORATORY | 1 | 1 | 0 | 38.1 | YES | NO | NO | EXCELNT | EXCELNT | GOOD | GOOD | POOR |
| METRO HIGH | 0201 | SHOP | 1 | 1 | 0 | 36.7 | YES | NO | NO | EXCELNT | GOOD | GOOD | EXCELNT | EXCELNT |
| METRO HIGH | 0202 | SHOP | 1 | 1 | 0 | 18.0 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| METRO HIGH | 0203 | SHOP | 1 | 1 | 0 | 35.4 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| METRO HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 22.1 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| METRO HIGH | 0205 | CLASSROOM | 1 | 1 | 0 | 20.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | POOR |

## ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BOOKER JR HIGH | 0101 | LABORATORY | 1 | 1 | 0 | 19.3 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| BOOKER JR HIGH | 0102 | EXCEP CHLD | 1 | 1 | 0 | 19.3 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0103 | EXCEP CHLD | 1 | 1 | 0 | 20.8 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0104 | LABORATORY | 1 | 1 | 0 | 20.8 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0105 | HOME ECON | 1 | 1 | 0 | 34.6 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0106 | HOME ECON | 1 | 1 | 0 | 40.4 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0107 | CLASSROOM | 1 | 1 | 0 | 19.3 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| BOOKER JR HIGH | 0108 | CLASSROOM | 1 | 1 | 0 | 21.1 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0109 | LANG LAB | 1 | 1 | 0 | 24.3 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| BOOKER JR HIGH | 0110 | CLASSROOM | 1 | 1 | 0 | 22.7 | NO | NO | NO | GOOD | GOOD | GOOD | FAIR | POOR |
| BOOKER JR HIGH | 0111 | MUSIC | 1 | 1 | 0 | 19.1 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| BOOKER JR HIGH | 0112 | GYMNASIUM | 1 | 1 | 0 | ****** | NO | NO | NO | GOOD | FAIR | GOOD | FAIR | POOR |
| BOOKER JR HIGH | 0113 | MUSIC | 1 | 1 | 0 | 30.4 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0201 | EXCEP CHLD | 1 | 1 | 0 | 23.2 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0202 | EXCEP CHLD | 1 | 1 | 0 | 23.2 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0203 | LABORATORY | 0 | 0 | 0 | 18.8 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0204 | LABORATORY | 0 | 0 | 0 | 18.8 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0205 | LABORATORY | 1 | 1 | 0 | 32.1 | YES | NO | NO | GOOD | GOOD | FAIR | | |
| BOOKER JR HIGH | LIBR | LIBRARY | 1 | 1 | 0 | ****** | NO | NO | NO | GOOD | GOOD | FAIR | | |
| BOOKER JR HIGH | AV | LANG LAB | 1 | 1 | 0 | 12.0 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0301 | CLASSROOM | 1 | 1 | 0 | 19.3 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0302 | CLASSROOM | 1 | 1 | 0 | 19.3 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0303 | CLASSROOM | 1 | 1 | 0 | 20.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0304 | EXCEP CHLD | 1 | 1 | 0 | 20.8 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0305 | SPECIAL | 1 | 1 | 0 | 20.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0306 | SPECIAL | 1 | 1 | 0 | 34.2 | NO | NO | NO | POOR | FAIR | FAIR | GOOD | FAIR |
| BOOKER JR HIGH | 0307 | CLASSROOM | 1 | 1 | 0 | 21.0 | YES | NO | NO | FAIR | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0308 | CLASSROOM | 1 | 1 | 0 | 20.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0309 | CLASSROOM | 1 | 1 | 0 | 20.8 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0310 | CLASSROOM | 1 | 1 | 0 | 19.3 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | 0311 | CLASSROOM | 1 | 1 | 0 | 19.3 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BOOKER JR HIGH | SHP1 | SHOP | 1 | 1 | 0 | 47.8 | NO | NO | NO | FAIR | GOOD | POOR | GOOD | POOR |
| BOOKER JR HIGH | SHP2 | SHOP | 1 | 1 | 0 | 49.3 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| BOOKER JR HIGH | SHP3 | SHOP | 1 | 1 | 0 | 47.8 | NO | NO | NO | FAIR | GOOD | POOR | GOOD | POOR |
| BOOKER JR HIGH | GYM | GYMNASIUM | 2 | 2 | 0 | ****** | NO | NO | YES | FAIR | GOOD | FAIR | | |
| BOOKER JR HIGH | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | NO | NO | YES | GOOD | GOOD | GOOD | | |
| BOOKER JR HIGH | HLTH | HEALTH | 0 | 0 | 0 | ****** | NO | NO | NO | GOOD | GOOD | GOOD | | |
| BOOKER JR HIGH | ADM | PRINC OFF | 0 | 0 | 0 | 700.0 | NO | NO | NO | GOOD | GOOD | GOOD | | |
| BOOKER JR HIGH | GUID | COUNSELING | 0 | 0 | 0 | 200.0 | NO | NO | NO | GOOD | GOOD | GOOD | | |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL SI | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DUNBAR JR HIGH | 0101 | CLASSROOM | 1 | 1 | 0 | 16.8 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0102 | CLASSROOM | 1 | 1 | 0 | 22.0 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0103 | CLASSROOM | 1 | 1 | 0 | 17.3 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0104 | COUNSELING, | 0 | 0 | 0 | ****** | YES | NO | NO | FAIR | FAIR | POOR | POOR | POOR |
| DUNBAR JR HIGH | 0105 | CLASSROOM | 1 | 1 | 0 | 18.8 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0106 | CLASSROOM | 1 | 1 | 0 | 16.4 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0107 | CLASSROOM | 1 | 1 | 0 | 17.5 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0109 | CLASSROOM | 1 | 1 | 0 | 16.9 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0108 | CLASSROOM | 1 | 1 | 0 | 16.9 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0110 | CLASSROOM | 1 | 1 | 0 | 17.5 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0111 | EXCEP CHLD | 1 | 1 | 0 | 29.2 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0112 | CLASSROOM | 1 | 1 | 0 | 17.5 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | OFF1 | PRINC OFF | 1 | 1 | 0 | ****** | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0201 | MUSIC | 1 | 1 | 0 | 11.2 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | SHP5 | SHOP | 1 | 1 | 0 | 39.8 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | SHP5 | SHOP | 0 | 0 | 0 | 0.0 | NO | NO | NO |  |  | GOOD | POOR |  |
| DUNBAR JR HIGH | BAND | MUSIC | 1 | 1 | 0 | 11.4 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | EAT | MISC OFFCE | 0 | 0 | 0 | ****** | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | GYM | GYMNASIUM | 3 | 3 | 0 | ****** | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0209 | CLASSROOM | 1 | 1 | 0 | 17.5 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | HEAR | LANG LAB | 0 | 0 | 0 | 588.0 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0302 | LABORATORY | 1 | 1 | 0 | 24.1 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0303 | LABORATORY | 1 | 1 | 0 | 30.8 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0304 | HOME ECON | 1 | 1 | 0 | 24.7 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0305 | LABORATORY | 1 | 1 | 0 | 25.2 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0306 | HOME ECON | 1 | 1 | 0 | 28.6 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0307 | SPECIAL | 1 | 1 | 0 | 31.2 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0309 | HOME ECON | 1 | 1 | 0 | 66.1 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | SHP1 | SHOP | 1 | 1 | 0 | 43.0 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | SHP2 | SHOP | 1 | 1 | 0 | 108.3 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | SHP3 | SHOP | 1 | 1 | 0 | 16.7 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | SHP4 | SHOP | 1 | 1 | 0 | 25.3 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | SHP5 | SHOP | 1 | 1 | 0 | 28.3 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 15.9 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 15.0 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 17.5 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0205 | CONFERENCE | 1 | 1 | 0 | 17.5 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0206 | CONFERENCE | 1 | 1 | 0 | 17.5 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0207 | SPECIAL | 1 | 1 | 0 | 15.0 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0208 | CLASSROOM | 1 | 1 | 0 | 19.1 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 17.5 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0211 | CLASSROOM | 1 | 1 | 0 | 17.5 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0212 | CLASSROOM | 1 | 1 | 0 | 17.5 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0213 | CLASSROOM | 1 | 1 | 0 | 17.5 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0214 | CLASSROOM | 1 | 1 | 0 | 17.5 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | LIBR | LIBRARY | 1 | 1 | 0 | ****** | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| DUNBAR JR HIGH | 0301 | LABORATORY | 1 | 1 | 0 | 21.0 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FOREST HT JR HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 20.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0211 | CLASSROOM | 1 | 1 | 0 | 20.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0212 | CLASSROOM | 1 | 1 | 0 | 20.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0501 | CLASSROOM | 1 | 1 | 0 | 20.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0502 | CLASSROOM | 1 | 1 | 0 | 20.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0503 | CLASSROOM | 1 | 1 | 0 | 20.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0504 | CLASSROOM | 1 | 1 | 0 | 20.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0505 | CLASSROOM | 1 | 1 | 0 | 20.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0506 | CLASSROOM | 1 | 1 | 0 | 20.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0701 | SPECIAL | 1 | 1 | 0 | 24.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0703 | SPECIAL | 1 | 1 | 0 | 32.0 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0702 | HOME ECON | 1 | 1 | 0 | 38.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0704 | HOME ECON | 1 | 1 | 0 | 34.3 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0707 | EXCEP CHLD | 1 | 1 | 0 | 47.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0706 | SHOP | 1 | 1 | 0 | 42.9 | YES | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0708 | SHOP | 1 | 1 | 0 | 42.9 | YES | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0601 | MUSIC | 1 | 1 | 0 | 16.0 | NO | NO | NO | GOOD | FAIR | FAIR | EXCELNT | GOOD |
| FOREST HT JR HIGH | 0101 | CLASSROOM | 1 | 1 | 0 | 28.2 | YES | NO | NO | GOOD | GOOD | EXCELNT | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0102 | CLASSROOM | 1 | 1 | 0 | 20.6 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0103 | CLASSROOM | 1 | 1 | 0 | 20.0 | NO | NO | NO | GOOD | GOOD | EXCELNT | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0104 | CLASSROOM | 1 | 1 | 0 | 20.6 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0105 | CLASSROOM | 1 | 1 | 0 | 20.0 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | GOOD |
| FOREST HT JR HIGH | 0106 | CLASSROOM | 1 | 1 | 0 | 20.0 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0107 | CLASSROOM | 1 | 1 | 0 | 20.0 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0108 | CLASSROOM | 1 | 1 | 0 | 20.0 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0201 | EXCEP CHLD | 1 | 1 | 0 | 28.8 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 20.6 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 20.6 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 20.6 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0205 | CLASSROOM | 1 | 1 | 0 | 20.6 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0206 | CLASSROOM | 1 | 1 | 0 | 20.6 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0207 | CLASSROOM | 1 | 1 | 0 | 20.6 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0208 | CLASSROOM | 1 | 1 | 0 | 20.6 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0209 | CLASSROOM | 1 | 1 | 0 | 20.6 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0602 | MUSIC | 2 | 2 | 0 | 24.0 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0400 | GYMNASIUM | 0 | 0 | 0 | ****** | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | 0401 | LABORATORY | 2 | 2 | 0 | 16.0 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | LIBR | LIBRARY | 0 | 0 | 0 | ****** | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | HMEC | LABORATORY | 0 | 0 | 0 | 308.0 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | ADM | PRINC OFF | 0 | 0 | 0 | ****** | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | EAT | CAFETORIUM | 0 | 0 | 0 | ****** | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FOREST HT JR HIGH | ACTV | MISC INSTR | 0 | 0 | 0 | ****** | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |

## ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HENDERSON JR HIGH | 0001 | CLASSROOM | 1 | 1 | 0 | 25.6 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0002 | CLASSROOM | 1 | 1 | 0 | 24.0 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0003 | CLASSROOM | 1 | 1 | 0 | 25.6 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0004 | LABORATORY | 1 | 1 | 0 | 30.4 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0005 | CLASSROOM | 1 | 1 | 0 | 24.0 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0006 | CLASSROOM | 1 | 1 | 0 | 38.4 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0007 | LABORATORY | 1 | 1 | 0 | 30.4 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0008 | CLASSROOM | 1 | 1 | 0 | 24.0 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0009 | LABORATORY | 1 | 1 | 0 | 19.2 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | AID | HEALTH | 0 | 1 | -1 | 4.8 | NO | YES | NO | POOR | FAIR | GOOD |  |  |
| HENDERSON JR HIGH | 0011 | CLASSROOM | 2 | 2 | 0 | 49.6 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0012 | CLASSROOM | 1 | 1 | 0 | 24.0 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0013 | CLASSROOM | 1 | 1 | 0 | 25.6 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0014 | LABORATORY | 1 | 1 | 0 | 30.4 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0048 | LANG LAB | 1 | 1 | 0 | 24.0 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | FAIR |
| HENDERSON JR HIGH | 0049 | LIBRARY | 0 | 0 | 0 | ****** | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | FAIR |
| HENDERSON JR HIGH | CON1 | CONFERENCE | 1 | 1 | 0 | 10.8 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | FAIR |
| HENDERSON JR HIGH | CON2 | CONFERENCE | 1 | 1 | 0 | 10.8 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | FAIR |
| HENDERSON JR HIGH | CON3 | CONFERENCE | 1 | 1 | 0 | 10.8 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | FAIR |
| HENDERSON JR HIGH | CON4 | CONFERENCE | 1 | 1 | 0 | 10.8 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | FAIR |
| HENDERSON JR HIGH | CON5 | CONFERENCE | 1 | 1 | 0 | 10.8 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | FAIR |
| HENDERSON JR HIGH | CON6 | CONFERENCE | 1 | 1 | 0 | 10.8 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | FAIR |
| HENDERSON JR HIGH | CON7 | CONFERENCE | 1 | 1 | 0 | 10.8 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | FAIR |
| HENDERSON JR HIGH | CON8 | CONFERENCE | 1 | 1 | 0 | 10.8 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | FAIR |
| HENDERSON JR HIGH | CON9 | CONFERENCE | 1 | 1 | 0 | 10.8 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | FAIR |
| HENDERSON JR HIGH | OFF | PRINC OFF | 0 | 0 | 0 | 1800.0 | NO | YES | YES | EXCELNT | EXCELNT | GOOD | POOR | POOR |
| HENDERSON JR HIGH | GYM | GYMNASIUM | 2 | 2 | 0 | ****** | NO | YES | YES | EXCELNT | EXCELNT | GOOD | POOR | POOR |
| HENDERSON JR HIGH | EAT | CAFETORIUM | 0 | 0 | 0 | ****** | NO | YES | YES | EXCELNT | EXCELNT | GOOD | POOR | POOR |
| HENDERSON JR HIGH | 0015 | CLASSROOM | 1 | 1 | 0 | 24.0 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0016 | CLASSROOM | 2 | 2 | 0 | 41.6 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0017 | LABORATORY | 1 | 1 | 0 | 30.4 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0018 | CLASSROOM | 1 | 1 | 0 | 24.0 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | GUID | COUNSELING | 0 | 0 | 0 | 100.0 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0020 | CLASSROOM | 2 | 2 | 0 | 18.6 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0021 | CLASSROOM | 1 | 1 | 0 | 25.6 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0040 | MUSIC | 1 | 1 | 0 | 30.2 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0041 | MUSIC | 1 | 1 | 0 | 20.2 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0042 | HOME ECON | 1 | 1 | 0 | 33.6 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0043 | HOME ECON | 1 | 1 | 0 | 33.6 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0044 | SHOP | 3 | 3 | 0 | 17.2 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0046 | SPECIAL | 1 | 1 | 0 | 33.6 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| HENDERSON JR HIGH | 0047 | SPECIAL | 1 | 1 | 0 | 19.8 | NO | YES | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |

## ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PULASKI HT JR HIGH | A1 | CLASSROOM | 1 | 1 | 0 | 18.0 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | A2 | CLASSROOM | 1 | 1 | 0 | 19.2 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | A3 | COUNSELING | 1 | 1 | 0 | ****** | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | A4 | CLASSROOM | 1 | 1 | 0 | 18.4 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | A5 | CLASSROOM | 1 | 1 | 0 | 16.0 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | A6 | CLASSROOM | 1 | 1 | 0 | 22.1 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | A7 | CLASSROOM | 1 | 1 | 0 | 19.5 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | A8 | CLASSROOM | 1 | 1 | 0 | 17.2 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | A9 | LABORATORY | 1 | 1 | 0 | 18.8 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | A10 | LABORATORY | 1 | 1 | 0 | 27.0 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | A11 | MUSIC | 1 | 1 | 0 | 24.0 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | A12 | LABORATORY | 1 | 1 | 0 | 18.0 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | B1 | CLASSROOM | 1 | 1 | 0 | 27.0 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | POOR |
| PULASKI HT JR HIGH | B2 | SPECIAL | 1 | 1 | 0 | 25.4 | YES | NO | NO | FAIR | FAIR | POOR | EXCELNT | POOR |
| PULASKI HT JR HIGH | B5 | LIBRARY | 1 | 1 | 0 | ****** | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | FAIR |
| PULASKI HT JR HIGH | B6 | CLASSROOM | 1 | 1 | 0 | 19.9 | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | B7 | SPECIAL | 1 | 1 | 0 | 34.5 | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | B8 | CLASSROOM | 1 | 1 | 0 | 18.4 | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | B9 | CLASSROOM | 1 | 1 | 0 | 26.2 | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | B10 | CLASSROOM | 1 | 1 | 0 | 26.2 | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | C1 | SHOP | 1 | 1 | 0 | 41.0 | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | C2 | SHOP | 1 | 1 | 0 | 30.9 | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | C3 | CLASSROOM | 1 | 1 | 0 | 31.5 | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | D1 | GYMNASIUM | 1 | 1 | 0 | ****** | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | C4 | HOME ECON | 1 | 1 | 0 | 36.0 | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | C5 | HOME ECON | 1 | 1 | 0 | 30.9 | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | EAT | CAFETORIUM | 1 | 1 | 0 | ****** | YES | NO | NO | POOR | FAIR | FAIR | EXCELNT | FAIR |
| PULASKI HT JR HIGH | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | YES | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| PULASKI HT JR HIGH | ADM | PRINC OFF | 0 | 0 | 0 | ****** | YES | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| PULASKI HT JR HIGH | BHLT | HEALTH | 0 | 0 | 0 | ****** | YES | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| PULASKI HT JR HIGH | GHLT | HEALTH | 0 | 0 | 0 | ****** | YES | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| PULASKI HT JR HIGH | D2 | MUSIC | 0 | 0 | 0 | 19.7 | YES | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| PULASKI HT JR HIGH | B4 | CLASSROOM | 1 | 1 | 0 | 18.4 | YES | NO | NO | POOR | POOR | POOR | EXCELNT | POOR |
| PULASKI HT JR HIGH | EL21 | CLASSROOM | 1 | 1 | 0 | 3.0 | NO | NO | NO | | | | | |
| PULASKI HT JR HIGH | EL22 | CLASSROOM | 1 | 1 | 0 | 3.0 | NO | NO | NO | | | | | |
| PULASKI HT JR HIGH | EL23 | CLASSROOM | 1 | 1 | 0 | 3.0 | NO | NO | NO | | | | | |

## ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SOUTHWEST JR HIGH | 0100 | EXCEP CHLD | 1 | 1 | 0 | 20.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0101 | MUSIC | 1 | 1 | 0 | 25.7 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0102 | EXCEP CHLD | 1 | 1 | 0 | 29.3 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0103 | MUSIC | 1 | 1 | 0 | 22.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0104 | SPECIAL | 1 | 1 | 0 | 27.7 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0201 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0205 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 020X | CLASSROOM | 2 | 2 | 0 | 29.3 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0207 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0208 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0301 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0302 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0501 | HOME ECON | 1 | 1 | 0 | 37.7 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0502 | HOME ECON | 1 | 1 | 0 | 37.7 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0503 | MISC INSTR | 1 | 1 | 0 | 5.3 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0504 | SPECIAL | 1 | 1 | 0 | 37.7 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0505 | SHOP | 1 | 1 | 0 | 48.2 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0506 | CLASSROOM | 1 | 0 | 1 | 30.0 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0507 | SHOP | 1 | 1 | 0 | 48.2 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0601 | MISC INSTR | 1 | 0 | 0 | ****** | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | GYM | GYMNASIUM | 2 | 2 | 0 | ****** | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | LIBR | LIBRARY | 0 | 0 | 0 | ****** | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | OFF | PRINC OFF | 0 | 0 | 0 | 2000.0 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | AID | HEALTH | 0 | 0 | 0 | 200.0 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | CAFE | CAFETORIUM | 0 | 0 | 0 | 11.7 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0303 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0304 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0305 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0306 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0307 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0308 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0401 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0403 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 040X | LABORATORY | 2 | 2 | 0 | 29.3 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0405 | CLASSROOM | 1 | 1 | 0 | 25.1 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0406 | CLASSROOM | 1 | 1 | 0 | 25.1 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0407 | CLASSROOM | 1 | 1 | 0 | 25.1 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0408 | CLASSROOM | 1 | 1 | 0 | 25.1 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| SOUTHWEST JR HIGH | 0409 | CLASSROOM | 1 | 1 | 0 | 25.1 | NO | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WESTSIDE JR HIGH | 0111 | CLASSROOM | 1 | 1 | 0 | 21.6 | YES | NO | NO | POOR | FAIR | GOOD | GOOD | POOR |
| WESTSIDE JR HIGH | 0101 | CLASSROOM | 1 | 1 | 0 | 19.8 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| WESTSIDE JR HIGH | 0108 | CLASSROOM | 1 | 1 | 0 | 16.8 | YES | NO | NO | POOR | FAIR | GOOD | GOOD | POOR |
| WESTSIDE JR HIGH | 0104 | CLASSROOM | 1 | 1 | 0 | 13.7 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| WESTSIDE JR HIGH | 0103 | SHOP | 1 | 1 | 0 | 47.4 | NO | NO | NO | FAIR | POOR | FAIR | FAIR | POOR |
| WESTSIDE JR HIGH | 0102 | SHOP | 1 | 1 | 0 | 29.5 | YES | NO | NO | FAIR | FAIR | GOOD | FAIR | POOR |
| WESTSIDE JR HIGH | 0110 | SPECIAL | 1 | 1 | 0 | 21.0 | YES | NO | NO | FAIR | FAIR | POOR | GOOD | POOR |
| WESTSIDE JR HIGH | 0107 | EXCEP CHLD | 1 | 1 | 0 | 26.6 | YES | NO | NO | POOR | FAIR | FAIR | GOOD | POOR |
| WESTSIDE JR HIGH | 0204 | CLASSROOM | 1 | 1 | 0 | 14.5 | NO | NO | NO | POOR | FAIR | FAIR | GOOD | GOOD |
| WESTSIDE JR HIGH | 0212 | CLASSROOM | 1 | 1 | 0 | 12.6 | YES | NO | NO | POOR | FAIR | GOOD | GOOD | POOR |
| WESTSIDE JR HIGH | 0211 | CLASSROOM | 1 | 1 | 0 | 13.2 | YES | NO | NO | POOR | FAIR | GOOD | GOOD | POOR |
| WESTSIDE JR HIGH | 0210 | CLASSROOM | 1 | 1 | 0 | 11.7 | YES | NO | NO | POOR | FAIR | FAIR | GOOD | POOR |
| WESTSIDE JR HIGH | 0208 | CLASSROOM | 1 | 1 | 0 | 20.6 | NO | NO | NO | FAIR | FAIR | FAIR | GOOD | POOR |
| WESTSIDE JR HIGH | 0207 | CLASSROOM | 1 | 1 | 0 | 30.3 | NO | NO | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| WESTSIDE JR HIGH | 0206 | CLASSROOM | 1 | 1 | 0 | 27.5 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| WESTSIDE JR HIGH | 0203 | CLASSROOM | 1 | 1 | 0 | 12.0 | NO | NO | NO | POOR | FAIR | FAIR | GOOD | POOR |
| WESTSIDE JR HIGH | 0202 | CLASSROOM | 1 | 1 | 0 | 14.5 | NO | NO | NO | POOR | FAIR | GOOD | GOOD | POOR |
| WESTSIDE JR HIGH | 0205 | CLASSROOM | 0 | 0 | 0 | 13.6 | YES | NO | NO | POOR | POOR | FAIR | GOOD | POOR |
| WESTSIDE JR HIGH | 0209 | MUSIC | 0 | 0 | 0 | 21.1 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | POOR |
| WESTSIDE JR HIGH | 0214 | LIBRARY | 1 | 1 | 0 | ****** | YES | NO | NO | FAIR | FAIR | FAIR | FAIR | POOR |
| WESTSIDE JR HIGH | 0201 | COUNSELING | 1 | 0 | 0 | ****** | NO | NO | NO | FAIR | FAIR | FAIR | POOR | |
| WESTSIDE JR HIGH | 0311 | SPECIAL | 1 | 1 | 0 | 41.0 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| WESTSIDE JR HIGH | 0313 | SPECIAL | 1 | 1 | 0 | 19.9 | YES | NO | NO | FAIR | GOOD | FAIR | FAIR | FAIR |
| WESTSIDE JR HIGH | 0315 | HOME ECON | 1 | 1 | 0 | 59.2 | YES | NO | NO | FAIR | FAIR | GOOD | POOR | POOR |
| WESTSIDE JR HIGH | 0314 | HOME ECON | 1 | 1 | 0 | 50.0 | YES | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| WESTSIDE JR HIGH | 0306 | CLASSROOM | 1 | 1 | 0 | 17.1 | YES | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| WESTSIDE JR HIGH | 0305 | CLASSROOM | 1 | 1 | 0 | 15.1 | NO | NO | NO | POOR | FAIR | GOOD | GOOD | GOOD |
| WESTSIDE JR HIGH | 0303 | CLASSROOM | 1 | 1 | 0 | 14.5 | NO | NO | NO | POOR | FAIR | FAIR | GOOD | GOOD |
| WESTSIDE JR HIGH | 0302 | CLASSROOM | 1 | 1 | 0 | 45.3 | YES | NO | NO | POOR | FAIR | GOOD | GOOD | FAIR |
| WESTSIDE JR HIGH | 0304 | CLASSROOM | 1 | 1 | 0 | 15.1 | NO | NO | NO | POOR | FAIR | FAIR | GOOD | FAIR |
| WESTSIDE JR HIGH | 0301 | CLASSROOM | 1 | 1 | 0 | 19.2 | YES | NO | NO | POOR | FAIR | GOOD | GOOD | POOR |
| WESTSIDE JR HIGH | 0310 | CLASSROOM | 1 | 1 | 0 | 18.5 | YES | NO | NO | FAIR | POOR | POOR | GOOD | FAIR |
| WESTSIDE JR HIGH | 0308 | CLASSROOM | 1 | 1 | 0 | 17.4 | YES | NO | NO | FAIR | POOR | POOR | GOOD | POOR |
| WESTSIDE JR HIGH | 0307 | MUSIC | 1 | 1 | 0 | 41.0 | YES | NO | NO | FAIR | POOR | GOOD | GOOD | FAIR |
| WESTSIDE JR HIGH | 0312 | EXCEP CHLD | 1 | 1 | 0 | 22.0 | YES | NO | NO | POOR | FAIR | GOOD | GOOD | POOR |
| WESTSIDE JR HIGH | 0309 | EXCEP CHLD | 1 | 1 | 0 | 14.8 | YES | NO | NO | POOR | FAIR | GOOD | POOR | FAIR |
| WESTSIDE JR HIGH | 0105 | MISC OFFCE | 0 | 0 | 0 | ****** | YES | NO | NO | FAIR | FAIR | GOOD | | |
| WESTSIDE JR HIGH | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | NO | NO | NO | GOOD | FAIR | POOR | | |
| WESTSIDE JR HIGH | 0106 | HEALTH | 1 | 1 | 0 | ****** | YES | NO | NO | GOOD | FAIR | POOR | | |
| WESTSIDE JR HIGH | 0100 | GYMNASIUM | 2 | 2 | 0 | ****** | NO | NO | NO | FAIR | GOOD | FAIR | | |
| WESTSIDE JR HIGH | 0200 | GYMNASIUM | 0 | 0 | 0 | ****** | NO | NO | NO | FAIR | FAIR | FAIR | | |
| WESTSIDE JR HIGH | 0213 | CLASSROOM | 0 | 0 | 0 | 506.0 | YES | NO | NO | POOR | FAIR | FAIR | GOOD | POOR |
| WESTSIDE JR HIGH | EAT | CAFETORIUM | 0 | 0 | 0 | ****** | YES | NO | YES | GOOD | FAIR | FAIR | | |
| WESTSIDE JR HIGH | OFF | PRINC OFF | 0 | 0 | 0 | ****** | YES | NO | NO | FAIR | FAIR | FAIR | | |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BALE ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 29.9 | NO | NO | YES | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 33.6 | NO | NO | YES | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 29.9 | NO | NO | YES | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 33.6 | NO | NO | YES | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 37.3 | YES | NO | YES | EXCELNT | EXCELNT | GOOD | EXCELNT | GOOD |
| BALE ELEMENTARY | MULP | MULTI-PURP | 1 | 1 | 0 | ****** | NO | NO | YES | GOOD | GOOD | FAIR | POOR | POOR |
| BALE ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | NO | NO | NO | GOOD | EXCELNT | FAIR | POOR | POOR |
| BALE ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 37.3 | NO | NO | YES | EXCELNT | EXCELNT | GOOD | EXCELNT | GOOD |
| BALE ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 29.9 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 29.9 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 29.9 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 22.4 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 29.9 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 29.9 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 29.9 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BALE ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | FAIR |
| BRADY ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 34.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0016 | LIBRARY | 1 | 0 | 0 | ****** | YES | NO | NO | GOOD | GOOD | GOOD |  | GOOD |
| BRADY ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 28.0 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 28.0 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0021 | CLASSROOM | 1 | 1 | 0 | 29.0 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0022 | CLASSROOM | 1 | 1 | 0 | 28.0 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0023 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0024 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0025 | CLASSROOM | 1 | 1 | 0 | 17.6 | NO | NO | NO |  |  |  |  |  |
| BRADY ELEMENTARY | 0026 | CLASSROOM | 1 | 1 | 0 | 18.3 | NO | NO | NO |  |  |  |  |  |
| BRADY ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 27.1 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 27.1 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 27.1 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 28.0 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 27.1 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 27.1 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 31.1 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 31.1 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 32.2 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 32.2 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 32.2 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| BRADY ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 34.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL SI | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BUSH ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 40.7 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| BUSH ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 39.0 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| BUSH ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 33.2 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| BUSH ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 30.9 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| BUSH ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 23.8 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| BUSH ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 27.0 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| BUSH ELEMENTARY | 0007 | EXCEP CHLD | 1 | 1 | 0 | 56.0 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| BUSH ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 29.0 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| BUSH ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| BUSH ELEMENTARY | X | EXCEP CHLD | 0 | 0 | 0 | 400.0 | NO | NO | NO | POOR | POOR | POOR | POOR | POOR |
| CARVER ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 29.7 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0010 | EXCEP CHLD | 1 | 1 | 0 | 46.2 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0011 | EXCEP CHLD | 1 | 1 | 0 | 104.0 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 28.7 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 28.7 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 28.7 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0015 | EXCEP CHLD | 1 | 1 | 0 | 46.2 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 29.7 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 29.7 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 32.0 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 27.9 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 27.9 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0021 | EXCEP CHLD | 1 | 1 | 0 | 44.4 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0022 | CLASSROOM | 1 | 1 | 0 | 33.3 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0023 | CLASSROOM | 1 | 1 | 0 | 32.0 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| CARVER ELEMENTARY | 0024 | CLASSROOM | 1 | 1 | 0 | 32.0 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| CARVER ELEMENTARY | 0025 | CLASSROOM | 1 | 1 | 0 | 27.9 | YES | NO | NO | POOR | POOR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0026 | CLASSROOM | 1 | 1 | 0 | 26.9 | YES | NO | NO | POOR | POOR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0027 | CLASSROOM | 1 | 1 | 0 | 28.9 | YES | NO | NO | POOR | POOR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0028 | CLASSROOM | 1 | 1 | 0 | 27.9 | YES | NO | NO | POOR | POOR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0029 | CLASSROOM | 1 | 1 | 0 | 26.9 | YES | NO | NO | POOR | POOR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0030 | CLASSROOM | 1 | 1 | 0 | 26.0 | YES | NO | NO | POOR | POOR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0031 | CLASSROOM | 1 | 1 | 0 | 23.1 | YES | NO | NO | POOR | POOR | POOR | FAIR | FAIR |
| CARVER ELEMENTARY | 0032 | CLASSROOM | 1 | 1 | 0 | 25.0 | YES | NO | NO | POOR | POOR | POOR | FAIR | FAIR |
| CARVER ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | YES | NO | YES | FAIR | FAIR | POOR | GOOD | FAIR |
| CARVER ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 26.2 | YES | NO | YES | GOOD | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 27.0 | YES | NO | YES | GOOD | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 26.2 | YES | NO | YES | GOOD | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 28.9 | YES | NO | YES | GOOD | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 28.9 | YES | NO | YES | GOOD | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | YES | GOOD | FAIR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 27.6 | YES | NO | NO | FAIR | POOR | FAIR | GOOD | GOOD |
| CARVER ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 27.6 | YES | NO | NO | FAIR | POOR | FAIR | GOOD | GOOD |
| CENTENNIAL ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 38.0 | NO | NO | NO | POOR | POOR | POOR | POOR | POOR |
| CENTENNIAL ELEM | 0002 | CLASSROOM | 1 | 1 | 0 | 25.0 | NO | NO | NO | POOR | POOR | POOR | POOR | POOR |
| CENTENNIAL ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 36.3 | YES | NO | NO | POOR | POOR | POOR | POOR | POOR |
| CENTENNIAL ELEM | 0004 | EXCEP CHLD | 1 | 1 | 0 | 52.3 | NO | NO | NO | POOR | POOR | POOR | POOR | POOR |
| CENTENNIAL ELEM | 0005 | CLASSROOM | 1 | 1 | 0 | 35.3 | YES | NO | NO | POOR | POOR | POOR | POOR | POOR |
| CENTENNIAL ELEM | 0006 | CLASSROOM | 1 | 1 | 0 | 39.9 | YES | NO | NO | POOR | POOR | FAIR | POOR | POOR |
| CENTENNIAL ELEM | 0007 | CLASSROOM | 1 | 1 | 0 | 33.7 | YES | NO | NO | POOR | POOR | FAIR | POOR | POOR |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL SI | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CENTENNIAL ELEM | 0009 | CLASSROOM | 1 | 1 | 0 | 39.9 | YES | NO | NO | POOR | POOR | FAIR | POOR | POOR |
| CENTENNIAL ELEM | 0010 | CLASSROOM | 1 | 1 | 0 | 33.5 | YES | NO | NO | POOR | POOR | FAIR | POOR | POOR |
| CENTENNIAL ELEM | 0011 | CLASSROOM | 1 | 1 | 0 | 32.8 | YES | NO | NO | POOR | POOR | FAIR | POOR | POOR |
| CENTENNIAL ELEM | 0012 | CLASSROOM | 1 | 1 | 0 | 38.0 | YES | NO | NO | POOR | POOR | FAIR | POOR | POOR |
| CENTENNIAL ELEM | MUS | MUSIC | 0 | 0 | 0 | 132.4 | NO | NO | NO | POOR | POOR | POOR | POOR | POOR |
| CENTENNIAL ELEM | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | NO | NO | NO | FAIR | FAIR | POOR | POOR | POOR |
| CENTENNIAL ELEM | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | YES | NO | YES | FAIR | POOR | POOR | POOR | POOR |
| CENTENNIAL ELEM | LIBR | LIBRARY | 1 | 0 | 1 | 32.5 | NO | NO | NO | POOR | POOR | POOR | POOR | POOR |
| FAIRPARK ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 33.6 | NO | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| FAIRPARK ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 21.7 | NO | NO | NO | FAIR | FAIR | FAIR | GOOD | GOOD |
| FAIRPARK ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 30.5 | NO | NO | NO | FAIR | FAIR | FAIR | EXCELNT | POOR |
| FAIRPARK ELEMENTARY | 0004 | LIBRARY | 1 | 1 | 0 | ****** | NO | NO | NO | FAIR | FAIR | FAIR |  | POOR |
| FAIRPARK ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 32.0 | YES | NO | NO | FAIR | FAIR | FAIR | EXCELNT | EXCELNT |
| FAIRPARK ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 32.0 | YES | NO | NO | FAIR | FAIR | FAIR | EXCELNT | EXCELNT |
| FAIRPARK ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FAIRPARK ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 40.4 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FAIRPARK ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 44.3 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FAIRPARK ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 46.5 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| FAIRPARK ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 30.8 | YES | NO | NO | GOOD | FAIR | FAIR | EXCELNT | EXCELNT |
| FAIRPARK ELEMENTARY | 0012 | EXCEP CHLD | 1 | 1 | 0 | 138.7 | NO | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | FAIR |
| FAIRPARK ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | YES | NO | YES | GOOD | FAIR | GOOD |  | GOOD |
| FOREST PARK ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 32.3 | NO | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| FOREST PARK ELEM | 0002 | CLASSROOM | 1 | 1 | 0 | 32.3 | NO | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| FOREST PARK ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 32.3 | YES | NO | NO | POOR | POOR | GOOD | EXCELNT | GOOD |
| FOREST PARK ELEM | 0004 | CLASSROOM | 1 | 1 | 0 | 26.5 | YES | NO | YES | POOR | POOR | GOOD | GOOD | FAIR |
| FOREST PARK ELEM | 0005 | CLASSROOM | 1 | 1 | 0 | 46.3 | YES | NO | NO | FAIR | GOOD | EXCELNT | EXCELNT | EXCELNT |
| FOREST PARK ELEM | 0006 | CLASSROOM | 1 | 1 | 0 | 51.8 | YES | NO | NO | FAIR | GOOD | EXCELNT | EXCELNT | EXCELNT |
| FOREST PARK ELEM | 0007 | CLASSROOM | 1 | 1 | 0 | 48.0 | YES | NO | NO | GOOD | GOOD | EXCELNT | EXCELNT | EXCELNT |
| FOREST PARK ELEM | 0008 | CLASSROOM | 1 | 1 | 0 | 51.8 | YES | NO | NO | GOOD | GOOD | EXCELNT | EXCELNT | EXCELNT |
| FOREST PARK ELEM | 0009 | LIBRARY | 1 | 1 | 0 | 20.6 | YES | NO | YES | FAIR | FAIR | GOOD |  | POOR |
| FOREST PARK ELEM | 0010 | CLASSROOM | 1 | 1 | 0 | 32.3 | YES | NO | YES | FAIR | FAIR | GOOD | GOOD | FAIR |
| FOREST PARK ELEM | 0011 | CLASSROOM | 1 | 1 | 0 | 28.6 | NO | NO | YES | FAIR | FAIR | GOOD | GOOD | FAIR |
| FOREST PARK ELEM | 0012 | CLASSROOM | 1 | 1 | 0 | 26.5 | NO | NO | YES | FAIR | FAIR | GOOD | GOOD | GOOD |
| FOREST PARK ELEM | 0013 | CLASSROOM | 1 | 1 | 0 | 28.6 | NO | NO | YES | FAIR | FAIR | GOOD | EXCELNT | FAIR |
| FOREST PARK ELEM | 0014 | CLASSROOM | 1 | 1 | 0 | 29.7 | NO | NO | YES | FAIR | FAIR | GOOD | EXCELNT | FAIR |
| FOREST PARK ELEM | 0015 | CLASSROOM | 1 | 1 | 0 | 28.6 | NO | NO | YES | POOR | POOR | GOOD | FAIR | EXCELNT |
| FOREST PARK ELEM | 0016 | CLASSROOM | 1 | 1 | 0 | 27.5 | NO | NO | YES | FAIR | FAIR | GOOD | GOOD | EXCELNT |
| FOREST PARK ELEM | 0017 | CLASSROOM | 1 | 1 | 0 | 27.5 | YES | NO | YES | POOR | POOR | GOOD | EXCELNT | GOOD |
| FOREST PARK ELEM | 0018 | CLASSROOM | 1 | 1 | 0 | 29.7 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | EXCELNT |
| FOREST PARK ELEM | 0019 | CLASSROOM | 1 | 1 | 0 | 48.0 | YES | NO | NO | GOOD | GOOD | EXCELNT | EXCELNT | GOOD |
| FOREST PARK ELEM | 0020 | CLASSROOM | 1 | 1 | 0 | 48.0 | YES | NO | NO | GOOD | GOOD | EXCELNT | EXCELNT | GOOD |
| FOREST PARK ELEM | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | NO | NO | YES | FAIR | FAIR | EXCELNT |  |  |
| FOREST PARK ELEM | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | NO | NO | NO | FAIR | FAIR |  | FAIR | EXCELNT |
| FRANKLIN ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 42.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0006 | EXCEP CHLD | 1 | 1 | 0 | 60.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0009 | COUNSELING | 0 | 0 | 0 | 900.0 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | FAIR |
| FRANKLIN ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0021 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0022 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0023 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FRANKLIN ELEMENTARY | 0024 | EXCEP CHLD | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0025 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0026 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | 900.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | NO | NO | NO | POOR | FAIR | FAIR | FAIR | |
| FRANKLIN ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0010 | LIBRARY | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0011 | EXCEP CHLD | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| FRANKLIN ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | FAIR | GOOD | GOOD | GOOD | FAIR |
| GARLAND ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 29.2 | YES | NO | NO | GOOD | FAIR | GOOD | EXCELNT | FAIR |
| GARLAND ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 34.5 | NO | NO | NO | GOOD | FAIR | GOOD | EXCELNT | POOR |
| GARLAND ELEMENTARY | 0003 | MISC OFFCE | 1 | 1 | 0 | ****** | YES | NO | NO | FAIR | FAIR | EXCELNT | EXCELNT | EXCELN |
| GARLAND ELEMENTARY | 0004 | LIBRARY | 1 | 1 | 0 | ****** | YES | NO | NO | GOOD | FAIR | FAIR | | FAIR |
| GARLAND ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 29.2 | YES | NO | NO | FAIR | FAIR | EXCELNT | EXCELNT | EXCELN |
| GARLAND ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 34.6 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| GARLAND ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 33.3 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| GARLAND ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 39.1 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| GARLAND ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 32.1 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| GARLAND ELEMENTARY | 0010 | EXCEP CHLD | 1 | 1 | 0 | 26.7 | YES | NO | NO | FAIR | FAIR | POOR | POOR | POOR |
| GARLAND ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 27.7 | YES | NO | NO | FAIR | FAIR | EXCELNT | EXCELNT | FAIR |
| GARLAND ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 25.9 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | FAIR |
| GARLAND ELEMENTARY | 0013 | EXCEP CHLD | 1 | 1 | 0 | 93.5 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | FAIR |
| GARLAND ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 27.9 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | FAIR |
| GARLAND ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 30.3 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | FAIR |
| GARLAND ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 30.3 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | FAIR |
| GARLAND ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 27.7 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | FAIR |
| GARLAND ELEMENTARY | 0018 | EXCEP CHLD | 0 | 0 | 0 | 55.8 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | GOOD |
| GARLAND ELEMENTARY | 0019 | CLASSROOM | 0 | 0 | 0 | 31.2 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | GOOD |
| GARLAND ELEMENTARY | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | NO | NO | NO | FAIR | FAIR | POOR | | POOR |
| GARLAND ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | NO | NO | YES | FAIR | FAIR | | | |
| GIBBS ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 23.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | CAFF | CAFETORIUM | 0 | 0 | 0 | 9.0 | YES | NO | YES | GOOD | GOOD | FAIR | | |
| GIBBS ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| GIBBS ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| GIBBS ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| GIBBS ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| GIBBS ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GIBBS ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| GIBBS ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| GIBBS ELEMENTARY | 0008 | LIBRARY | 1 | 1 | 0 | ****** | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GIBBS ELEMENTARY | 0014 | EXCEP CHLD | 1 | 1 | 0 | 57.9 | NO | NO | NO | FAIR | FAIR | FAIR | POOR | POOR |
| GILLAM ELEMENTARY | 004A | CLASSROOM | 1 | 1 | 0 | 40.9 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| GILLAM ELEMENTARY | 002A | CLASSROOM | 1 | 1 | 0 | 26.5 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| GILLAM ELEMENTARY | MULP | MULTI-PURP | 1 | 1 | 0 | ****** | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | | EXCELNT |
| GILLAM ELEMENTARY | 001B | CLASSROOM | 1 | 1 | 0 | 26.5 | YES | NO | YES | EXCELNT | EXCELNT | EXCELNT | GOOD | GOOD |
| GILLAM ELEMENTARY | -003B | CLASSROOM | 1 | 1 | 0 | 22.5 | YES | NO | YES | EXCELNT | EXCELNT | EXCELNT | GOOD | GOOD |
| GILLAM ELEMENTARY | 004B | EXCEP CHLD | 1 | 1 | 0 | 60.0 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | GOOD | EXCELNT |
| GILLAM ELEMENTARY | 002B | CLASSROOM | 1 | 1 | 0 | 32.1 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | GOOD | EXCELNT |
| GILLAM ELEMENTARY | 001C | MUSIC | 1 | 1 | 0 | 60.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | EXCELNT |
| GILLAM ELEMENTARY | 002C | CLASSROOM | 1 | 1 | 0 | 900.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | EXCELNT |
| GILLAM ELEMENTARY | 003C | CLASSROOM | 1 | 1 | 0 | 900.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | EXCELNT |
| GILLAM ELEMENTARY | 004C | CLASSROOM | 1 | 1 | 0 | 900.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | EXCELNT |
| GILLAM ELEMENTARY | 005C | CLASSROOM | 1 | 1 | 0 | 900.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | GOOD | EXCELNT |
| GILLAM ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | NO | NO | NO | FAIR | FAIR | GOOD | | FAIR |
| GILLAM ELEMENTARY | 001A | CLASSROOM | 1 | 1 | 0 | 39.1 | NO | NO | NO | GOOD | GOOD | EXCELNT | GOOD | EXCELNT |
| GILLAM ELEMENTARY | 003A | CLASSROOM | 1 | 1 | 0 | 36.0 | NO | NO | NO | GOOD | GOOD | EXCELNT | GOOD | EXCELNT |
| GRANITE MT ELEM | X | EXCEP CHLD | 1 | 1 | 0 | 29.6 | NO | NO | NO | FAIR | FAIR | EXCELNT | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 32.3 | YES | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 32.3 | YES | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0005 | CLASSROOM | 1 | 1 | 0 | 32.3 | YES | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0007 | CLASSROOM | 1 | 1 | 0 | 29.0 | YES | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0009 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0002 | CLASSROOM | 1 | 1 | 0 | 32.3 | NO | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0004 | CLASSROOM | 1 | 1 | 0 | 35.5 | NO | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0006 | CLASSROOM | 1 | 1 | 0 | 23.0 | NO | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0008 | CLASSROOM | 1 | 1 | 0 | 31.1 | NO | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0010 | CLASSROOM | 1 | 1 | 0 | 29.0 | NO | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0011 | EXCEP CHLD | 1 | 1 | 0 | 60.0 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0012 | CLASSROOM | 1 | 1 | 0 | 27.1 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0013 | CLASSROOM | 1 | 1 | 0 | 27.1 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0014 | LIBRARY | 1 | 1 | 0 | ****** | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0015 | CLASSROOM | 1 | 1 | 0 | 29.0 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0016 | CLASSROOM | 1 | 1 | 0 | 23.3 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0017 | CLASSROOM | 1 | 1 | 0 | 33.6 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| GRANITE MT ELEM | 0018 | CLASSROOM | 1 | 1 | 0 | 29.0 | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| GRANITE MT ELEM | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | YES | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| ISH ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 27.0 | NO | NO | YES | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 27.0 | NO | NO | YES | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 29.2 | NO | NO | YES | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 26.0 | NO | NO | YES | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 28.0 | NO | NO | YES | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 25.1 | NO | NO | YES | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 19.4 | NO | NO | | GOOD | GOOD | GOOD | GOOD | FAIR |

## ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOAR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ISH ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | NO | NO | YES | FAIR | FAIR | GOOD | | |
| ISH ELEMENTARY | AID | HEALTH | 0 | 0 | 0 | ****** | NO | NO | NO | FAIR | GOOD | FAIR | | |
| ISH ELEMENTARY | LIBR | LIBRARY | 0 | 0 | 0 | ****** | NO | NO | NO | GOOD | GOOD | FAIR | | |
| ISH ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 25.1 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 24.3 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 24.3 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 24.3 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 22.1 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 22.8 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 24.3 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 22.8 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| ISH ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 23.5 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| JEFFERSON ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | C004 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0019 | EXCEP CHLD | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0021 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0023 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0022 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | GOOD |
| JEFFERSON ELEMENTARY | 0024 | CLASSROOM | 1 | 1 | 0 | ****** | YES | NO | NO | FAIR | GOOD | FAIR | | POOR |
| JEFFERSON ELEMENTARY | LIB | LIBRARY | 1 | 1 | 0 | ****** | NO | NO | YES | GOOD | FAIR | GOOD | | |
| JEFFERSON ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | NO | NO | YES | GOOD | FAIR | GOOD | | |
| KRAMER ELEMENTARY | REM | EXCEP CHLD | 1 | 0 | 1 | 36.7 | YES | NO | NO | POOR | POOR | POOR | POOR | POOR |
| KRAMER ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 26.4 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| KRAMER ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| KRAMER ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| KRAMER ELEMENTARY | 0005 | EXCEP CHLD | 1 | 1 | 0 | 59.7 | NO | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| KRAMER ELEMENTARY | 0004 | EXCEP CHLD | 1 | 1 | 0 | 68.9 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| KRAMER ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 35.8 | NO | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| KRAMER ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 35.8 | NO | NO | NO | POOR | POOR | POOR | POOR | POOR |
| KRAMER ELEMENTARY | 0010 | EXCEP CHLD | 1 | 1 | 0 | 44.8 | YES | NO | NO | POOR | POOR | POOR | POOR | POOR |
| KRAMER ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 29.9 | NO | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| KRAMER ELEMENTARY | 0012 | EXCEP CHLD | 1 | 0 | 1 | 56.0 | YES | NO | NO | POOR | POOR | POOR | GOOD | POOR |
| KRAMER ELEMENTARY | 0006 | EXCEP CHLD | 1 | 0 | 1 | 59.7 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL SF | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| KRAMER ELEMENTARY | 0008 | LIBRARY | 0 | 0 | 1 | ****** | YES | NO | NO | POOR | POOR | POOR | POOR | POOR |
| KRAMER ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | 8.3 | YES | NO | YES | POOR | POOR | POOR | POOR | POOR |
| KRAMER ELEMENTARY | AUD | MULTI-PURP | 0 | 0 | 0 | ****** | YES | NO | NO | POOR | POOR | POOR | POOR | POOR |
| LEE ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 32.5 | NO | NO | NO | POOR | POOR | FAIR | EXCELNT | EXCELNT |
| LEE ELEMENTARY | 0016 | MUSIC | 1 | 1 | 0 | 9.3 | YES | NO | NO | POOR | POOR | POOR | EXCELNT | POOR |
| LEE ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 37.8 | YES | NO | NO | POOR | POOR | FAIR | EXCELNT | EXCELNT |
| LEE ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 42.5 | YES | NO | NO | POOR | POOR | GOOD | EXCELNT | EXCELNT |
| LEE ELEMENTARY | 0019 | EXCEP CHLD | 1 | 1 | 0 | 28.7 | YES | NO | NO | POOR | POOR | POOR | EXCELNT | EXCELNT |
| LEE ELEMENTARY | 0021 | MUSIC | 0 | 0 | 0 | 70.2 | YES | NO | NO | POOR | POOR | POOR | EXCELNT | POOR |
| LEE ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | NO | NO | NO | | | | | |
| LEE ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 31.4 | YES | NO | NO | FAIR | FAIR | EXCELNT | EXCELNT | POOR |
| LEE ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 31.4 | YES | NO | NO | POOR | POOR | EXCELNT | EXCELNT | FAIR |
| LEE ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 27.9 | NO | NO | NO | POOR | POOR | FAIR | EXCELNT | POOR |
| LEE ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 28.9 | NO | NO | NO | FAIR | FAIR | GOOD | EXCELNT | EXCELNT |
| LEE ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 25.2 | YES | NO | NO | POOR | POOR | POOR | EXCELNT | POOR |
| LEE ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 23.6 | NO | NO | NO | FAIR | FAIR | FAIR | EXCELNT | GOOD |
| LEE ELEMENTARY | 0007 | AUDITORIUM | 0 | 0 | 0 | ****** | YES | YES | NO | POOR | POOR | POOR | EXCELNT | EXCELNT |
| LEE ELEMENTARY | 0008 | MISC OFFCE | 0 | 0 | 0 | ****** | YES | NO | NO | POOR | POOR | POOR | EXCELNT | GOOD |
| LEE ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 30.2 | YES | NO | NO | POOR | POOR | FAIR | EXCELNT | EXCELNT |
| LEE ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 30.2 | YES | NO | NO | POOR | POOR | FAIR | EXCELNT | FAIR |
| LEE ELEMENTARY | 0012 | LIBRARY | 1 | 1 | 0 | ****** | YES | NO | NO | GOOD | FAIR | FAIR | | EXCELNT |
| LEE ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 27.9 | YES | NO | NO | POOR | POOR | GOOD | GOOD | GOOD |
| LEE ELEMENTARY | 0014 | EXCEP CHLD | 1 | 1 | 0 | 52.0 | YES | NO | NO | FAIR | POOR | GOOD | EXCELNT | EXCELNT |
| MEADOWCLIFF ELEM | 0019 | CLASSROOM | 1 | 1 | 0 | 28.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | GOOD |
| MEADOWCLIFF ELEM | 0020 | CLASSROOM | 1 | 1 | 0 | 28.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | GOOD |
| MEADOWCLIFF ELEM | 0021 | CLASSROOM | 1 | 1 | 0 | 28.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | GOOD |
| MEADOWCLIFF ELEM | 0022 | CLASSROOM | 1 | 1 | 0 | 28.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | GOOD |
| MEADOWCLIFF ELEM | 0023 | CLASSROOM | 1 | 1 | 0 | 28.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | GOOD |
| MEADOWCLIFF ELEM | 0024 | CLASSROOM | 1 | 1 | 0 | 28.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | GOOD |
| MEADOWCLIFF ELEM | 0013 | CLASSROOM | 1 | 1 | 0 | 33.3 | NO | NO | YES | EXCELNT | GOOD | EXCELNT | EXCELNT | EXCELNT |
| MEADOWCLIFF ELEM | 0014 | CLASSROOM | 1 | 1 | 0 | 34.6 | NO | NO | YES | EXCELNT | GOOD | EXCELNT | EXCELNT | EXCELNT |
| MEADOWCLIFF ELEM | 0015 | CLASSROOM | 1 | 1 | 0 | 33.3 | NO | NO | YES | EXCELNT | GOOD | EXCELNT | EXCELNT | EXCELNT |
| MEADOWCLIFF ELEM | 0016 | CLASSROOM | 1 | 1 | 0 | 37.5 | NO | NO | YES | EXCELNT | GOOD | EXCELNT | EXCELNT | EXCELNT |
| MEADOWCLIFF ELEM | 0017 | CLASSROOM | 1 | 1 | 0 | 32.1 | NO | NO | YES | EXCELNT | GOOD | EXCELNT | EXCELNT | EXCELNT |
| MEADOWCLIFF ELEM | 0018 | CLASSROOM | 1 | 1 | 0 | 39.1 | NO | NO | YES | EXCELNT | GOOD | EXCELNT | EXCELNT | EXCELNT |
| MEADOWCLIFF ELEM | APOR | CLASSROOM | 1 | 1 | 0 | 19.1 | YES | NO | NO | POOR | POOR | GOOD | GOOD | POOR |
| MEADOWCLIFF ELEM | BPOR | CLASSROOM | 1 | 1 | 0 | 19.1 | YES | NO | NO | POOR | POOR | GOOD | GOOD | POOR |
| MEADOWCLIFF ELEM | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | NO | NO | YES | GOOD | GOOD | GOOD | | POOR |
| MEADOWCLIFF ELEM | LIBR | LIBRARY | 1 | 1 | 0 | ****** | YES | NO | NO | EXCELNT | GOOD | GOOD | | EXCELNT |
| MEADOWCLIFF ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | FAIR |
| MEADOWCLIFF ELEM | 0002 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | FAIR |
| MEADOWCLIFF ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 32.3 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | FAIR |
| MEADOWCLIFF ELEM | 0004 | CLASSROOM | 1 | 1 | 0 | 28.0 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | FAIR |
| MEADOWCLIFF ELEM | 0005 | CLASSROOM | 1 | 1 | 0 | 29.0 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | FAIR |
| MEADOWCLIFF ELEM | 0007 | CLASSROOM | 1 | 1 | 0 | 27.1 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | FAIR |
| MEADOWCLIFF ELEM | 0008 | CLASSROOM | 1 | 1 | 0 | 28.0 | YES | NO | NO | GOOD | GOOD | FAIR | GOOD | FAIR |
| MEADOWCLIFF ELEM | 0006 | CLASSROOM | 1 | 1 | 0 | 29.0 | YES | NO | NO | EXCELNT | GOOD | FAIR | GOOD | FAIR |
| MEADOWCLIFF ELEM | 0009 | CLASSROOM | 1 | 1 | 0 | 31.0 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | GOOD |
| MEADOWCLIFF ELEM | 0011 | CLASSROOM | 1 | 1 | 0 | 34.6 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | GOOD |
| MEADOWCLIFF ELEM | 0010 | CLASSROOM | 0 | 0 | 0 | 36.0 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | GOOD |
| MEADOWCLIFF ELEM | 0012 | CLASSROOM | 0 | 0 | 0 | 36.0 | NO | NO | NO | GOOD | GOOD | FAIR | EXCELNT | GOOD |

## ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MITCHELL ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 28.8 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| MITCHELL ELEMENTARY | 0003 | EXCEP CHLD | 1 | 1 | 0 | 93.8 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| MITCHELL ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| MITCHELL ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 31.3 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| MITCHELL ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 34.1 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| MITCHELL ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 25.9 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| MITCHELL ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 37.5 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| MITCHELL ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 28.8 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| MITCHELL ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 28.8 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| MITCHELL ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | FAIR |
| MITCHELL ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 23.4 | YES | NO | NO | FAIR | FAIR | FAIR | GOOD | FAIR |
| MITCHELL ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 25.0 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| MITCHELL ELEMENTARY | 0013 | LIBRARY | 0 | 0 | 0 | ****** | NO | NO | NO | POOR | FAIR | FAIR |  |  |
| MITCHELL ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 25.9 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| MITCHELL ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | YES | NO | YES | FAIR | GOOD | FAIR |  | POOR |
| MITCHELL ELEMENTARY | AID | HEALTH | 0 | 0 | 0 | ****** | YES | NO | NO | FAIR | GOOD | FAIR |  |  |
| OAKHURST ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 38.8 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| OAKHURST ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 41.7 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| OAKHURST ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 29.0 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| OAKHURST ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 35.4 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| OAKHURST ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 29.2 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| OAKHURST ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 27.0 | NO | NO | NO | GOOD | GOOD |  |  | FAIR |
| OAKHURST ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 23.6 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| OAKHURST ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 37.5 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| OAKHURST ELEMENTARY | 0009 | LANG LAB | 1 | 1 | 0 | 44.0 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| OAKHURST ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 22.0 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| OAKHURST ELEMENTARY | 0008 | MISC INSTR | 0 | 0 | 0 | 400.0 | NO | NO | NO | GOOD | GOOD | GOOD | GOOD | FAIR |
| OAKHURST ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 31.4 | NO | NO | NO | POOR | POOR | FAIR | FAIR | FAIR |
| OAKHURST ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 31.4 | NO | NO | NO | POOR | POOR | FAIR | FAIR | FAIR |
| OAKHURST ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 25.4 | NO | NO | NO | POOR | POOR | FAIR | FAIR | FAIR |
| OAKHURST ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | 24.0 | NO | NO | NO | POOR | POOR | FAIR | FAIR | FAIR |
| OAKHURST ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 30.2 | NO | NO | NO | POOR | POOR | FAIR | FAIR | FAIR |
| OAKHURST ELEMENTARY | AUD | MULTI-PURP | 0 | 0 | 0 | ****** | YES | NO | NO | FAIR | FAIR | FAIR |  |  |
| OAKHURST ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | NO | NO | YES | GOOD | FAIR | GOOD |  |  |
| OAKHURST ELEMENTARY | 0018 | MISC OFFCE | 0 | 0 | 0 | 350.0 | NO | NO | YES | FAIR | POOR |  |  |  |
| PARHAM ELEMENTARY | 008B | CLASSROOM | 1 | 1 | 0 | 37.1 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 005B | LIBRARY | 1 | 1 | 0 | ****** | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 006B | CLASSROOM | 1 | 1 | 0 | 26.3 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 007B | CLASSROOM | 1 | 1 | 0 | 32.6 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 003C | CLASSROOM | 1 | 1 | 0 | 27.2 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 004C | CLASSROOM | 1 | 1 | 0 | 28.1 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 005C | CLASSROOM | 1 | 1 | 0 | 26.3 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 006C | CLASSROOM | 1 | 1 | 0 | 30.2 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 002B | CLASSROOM | 1 | 1 | 0 | 36.5 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 003B | CLASSROOM | 1 | 1 | 0 | 22.7 | NO | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 004B | CLASSROOM | 1 | 1 | 0 | 33.5 | NO | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 001B | CLASSROOM | 1 | 1 | 0 | 35.0 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 001C | CLASSROOM | 1 | 1 | 0 | 28.5 | YES | NO | NO | POOR | POOR | GOOD | FAIR | POOR |
| PARHAM ELEMENTARY | 002C | EXCEP CHLD | 1 | 1 | 0 | 660.0 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| PARHAM ELEMENTARY | 005A | MUSIC | 1 | 1 | 0 | 35.0 | NO | NO | YES | POOR | POOR | POOR | POOR | POOR |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PARHAM ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | NO | NO | YES | POOR | POOR | POOR | | |
| PARHAM ELEMENTARY | MUS | MUSIC | 1 | 1 | 0 | 26.7 | NO | NO | NO | POOR | POOR | POOR | POOR | POOR |
| PARHAM ELEMENTARY | AUD | CAFETORIUM | 1 | 1 | 0 | 7.5 | NO | NO | NO | POOR | POOR | POOR | | |
| PFEIFER ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 28.3 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| PFEIFER ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 29.3 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| PFEIFER ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 27.9 | NO | YES | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| PFEIFER ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 29.8 | NO | YES | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| PFEIFER ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 17.6 | YES | NO | NO | POOR | GOOD | FAIR | GOOD | |
| PFEIFER ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 17.6 | YES | NO | NO | POOR | GOOD | FAIR | GOOD | |
| PFEIFER ELEMENTARY | 0007 | EXCEP CHLD | 1 | 1 | 0 | 33.8 | YES | NO | NO | POOR | GOOD | FAIR | GOOD | |
| PFEIFER ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | YES | NO | YES | POOR | POOR | POOR | GOOD | |
| PULASKI HEIGHTS ELEM | 0002 | CLASSROOM | 1 | 1 | 0 | 24.4 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 22.7 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0004 | CLASSROOM | 1 | 1 | 0 | 24.4 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0007 | CLASSROOM | 1 | 1 | 0 | 24.4 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0010 | CLASSROOM | 1 | 1 | 0 | 25.3 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0012 | CLASSROOM | 1 | 1 | 0 | 28.4 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0013 | CLASSROOM | 1 | 1 | 0 | 25.3 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0014 | CLASSROOM | 1 | 1 | 0 | 22.7 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0015 | CLASSROOM | 1 | 1 | 0 | 22.7 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | C020 | CLASSROOM | 1 | 1 | 0 | 29.7 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0024 | EXCEP CHLD | 1 | 1 | 0 | 45.5 | YES | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0016 | LIBRARY | 1 | 1 | 0 | ****** | YES | NO | NO | GOOD | GOOD | GOOD | | GOOD |
| PULASKI HEIGHTS ELEM | AUD | AUDITORIUM | 0 | 0 | 0 | ****** | YES | NO | NO | GOOD | GOOD | GOOD | | |
| PULASKI HEIGHTS ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 31.0 | NO | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0008 | CLASSROOM | 1 | 1 | 0 | 32.5 | NO | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0009 | CLASSROOM | 0 | 0 | 0 | 28.4 | NO | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0011 | CLASSROOM | 1 | 1 | 0 | 22.0 | NO | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0018 | CLASSROOM | 1 | 1 | 0 | 31.0 | NO | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0019 | CLASSROOM | 1 | 1 | 0 | 31.0 | NO | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0021 | CLASSROOM | 1 | 1 | 0 | 28.6 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0022 | CLASSROOM | 1 | 1 | 0 | 28.6 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| PULASKI HEIGHTS ELEM | 0023 | CLASSROOM | 1 | 1 | 0 | 37.0 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | POOR |
| RIGHTSELL ELEMENTARY | 0101 | CLASSROOM | 1 | 1 | 0 | 31.0 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0102 | CLASSROOM | 1 | 1 | 0 | 29.9 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0104 | CLASSROOM | 1 | 1 | 0 | 28.3 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0105 | CLASSROOM | 1 | 1 | 0 | 31.6 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0106 | CLASSROOM | 1 | 1 | 0 | 31.6 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0201 | CLASSROOM | 1 | 1 | 0 | 31.6 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0202 | CLASSROOM | 1 | 1 | 0 | 30.5 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 44.3 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0016 | EXCEP CHLD | 1 | 1 | 0 | 82.5 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| RIGHTSELL ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 26.2 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| RIGHTSELL ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 24.8 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | GOOD |
| RIGHTSELL ELEMENTARY | 0019 | EXCEP CHLD | 1 | 1 | 0 | 75.4 | YES | NO | NO | FAIR | POOR | FAIR | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0020 | LIBRARY | 1 | 1 | 0 | ****** | NO | NO | NO | GOOD | GOOD | FAIR | | FAIR |
| RIGHTSELL ELEMENTARY | 0021 | CLASSROOM | 1 | 1 | 0 | 32.9 | YES | NO | NO | POOR | POOR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0103 | CLASSROOM | 1 | 1 | 0 | 28.3 | NO | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0203 | CLASSROOM | 1 | 1 | 0 | 31.7 | NO | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0204 | CLASSROOM | 1 | 1 | 0 | 34.4 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STAINS | STAINS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| RIGHTSELL ELEMENTARY | 0205 | CLASSROOM | 1 | 1 | 0 | 32.7 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0206 | CLASSROOM | 1 | 1 | 0 | 34.0 | YES | NO | NO | FAIR | FAIR | GOOD | GOOD | FAIR |
| RIGHTSELL ELEMENTARY | 0207 | COUNSELING | 1 | 0 | 0 | ****** | NO | NO | NO | GOOD | FAIR | FAIR | | |
| RIGHTSELL ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | YES | NO | YES | FAIR | FAIR | | | |
| ROMINE ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 37.5 | YES | NO | NO | GOOD | GOOD | POOR | GOOD | POOR |
| ROMINE ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 32.1 | YES | NO | NO | GOOD | GOOD | POOR | GOOD | POOR |
| ROMINE ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | 10.0 | NO | YES | YES | GOOD | GOOD | POOR | POOR | POOR |
| ROMINE ELEMENTARY | 0001 | LIBRARY | 1 | 1 | 0 | ****** | YES | NO | NO | FAIR | GOOD | POOR | POOR | POOR |
| ROMINE ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| ROMINE ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | POOR |
| STEPHENS ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 34.6 | YES | NO | NO | GOOD | GOOD | POOR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 36.0 | YES | NO | NO | GOOD | GOOD | POOR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 37.5 | YES | NO | NO | GOOD | GOOD | POOR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 27.3 | YES | NO | NO | GOOD | GOOD | POOR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 36.0 | YES | NO | NO | GOOD | GOOD | POOR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | GOOD | POOR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 31.0 | YES | NO | NO | GOOD | GOOD | POOR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 62.5 | YES | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 33.1 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 36.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 36.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 36.9 | YES | NO | NO | GOOD | GOOD | FAIR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 38.1 | YES | NO | NO | GOOD | EXCELNT | FAIR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 38.1 | YES | NO | NO | GOOD | EXCELNT | FAIR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 16.5 | YES | NO | NO | GOOD | EXCELNT | FAIR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 38.1 | YES | NO | NO | GOOD | EXCELNT | FAIR | EXCELNT | EXCELNT |
| STEPHENS ELEMENTARY | CAFE | CAFETERIUM | 0 | 0 | 0 | ****** | NO | YES | YES | EXCELNT | EXCELNT | EXCELNT | | EXCELNT |
| STEPHENS ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | YES | YES | NO | GOOD | GOOD | FAIR | | POOR |
| TERRY ELEMENTARY | 0100 | CLASSROOM | 1 | 1 | 0 | 37.4 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | FAIR |
| TERRY ELEMENTARY | 0101 | CLASSROOM | 1 | 1 | 0 | 37.1 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0102 | CLASSROOM | 1 | 1 | 0 | 37.1 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0103 | CLASSROOM | 1 | 1 | 0 | 37.1 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TERRY ELEMENTARY | 0104 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0105 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0106 | CLASSROOM | 1 | 1 | 0 | 32.0 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0107 | CLASSROOM | 1 | 1 | 0 | 31.1 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0108 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0109 | CLASSROOM | 1 | 1 | 0 | 31.1 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0110 | CLASSROOM | 1 | 1 | 0 | 42.0 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0111 | CLASSROOM | 1 | 1 | 0 | 28.0 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0112 | CLASSROOM | 1 | 1 | 0 | 29.0 | NO | NO | YES | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0113 | CLASSROOM | 1 | 1 | 0 | 27.1 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0114 | CLASSROOM | 1 | 1 | 0 | 32.3 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0115 | CLASSROOM | 1 | 1 | 0 | 30.0 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0116 | CLASSROOM | 1 | 1 | 0 | 31.1 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0117 | CLASSROOM | 1 | 1 | 0 | 26.3 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | 0118 | CLASSROOM | 1 | 1 | 0 | 26.3 | NO | NO | NO | EXCELNT | EXCELNT | EXCELNT | EXCELNT | EXCELNT |
| TERRY ELEMENTARY | LIBR | LIBRARY | 1 | 1 | 0 | ****** | NO | YES | NO | EXCELNT | EXCELNT | FAIR |  | EXCELNT |
| TERRY ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | NO | NO | NO |  |  |  |  |  |
| WASHINGTON ELEM | 0101 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0102 | LIBRARY | 1 | 1 | 0 | ****** | NO | NO | NO | FAIR | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0103 | CLASSROOM | 1 | 1 | 0 | 22.0 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0104 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0105 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0106 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0107 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0108 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0109 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0110 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0111 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0112 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0113 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0114 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0115 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0116 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0117 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0118 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0119 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | 0120 | CLASSROOM | 1 | 1 | 0 | 19.8 | NO | NO | NO | GOOD | GOOD | FAIR | GOOD | POOR |
| WASHINGTON ELEM | TEMP | EXCEP CHLD | 1 | 1 | 0 | 25.9 | YES | NO | NO | POOR | POOR | POOR | FAIR | POOR |
| WASHINGTON ELEM | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | NO | NO | YES | FAIR | FAIR | FAIR |  |  |
| WESTERN HILLS ELEM | 0001 | CLASSROOM | 1 | 1 | 0 | 30.9 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | GOOD |
| WESTERN HILLS ELEM | 0007 | MUSIC | 1 | 1 | 0 | 112.0 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | GOOD |
| WESTERN HILLS ELEM | 0008 | CLASSROOM | 1 | 1 | 0 | 26.4 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | GOOD |
| WESTERN HILLS ELEM | 0009 | CLASSROOM | 1 | 1 | 0 | 74.7 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | GOOD |
| WESTERN HILLS ELEM | 0010 | CLASSROOM | 1 | 1 | 0 | 37.3 | NO | NO | NO | GOOD | GOOD | POOR | FAIR | GOOD |
| WESTERN HILLS ELEM | 0002 | EXCEP CHLD | 1 | 1 | 0 | 29.9 | NO | NO | YES | GOOD | GOOD | POOR | FAIR | GOOD |
| WESTERN HILLS ELEM | 0003 | CLASSROOM | 1 | 1 | 0 | 59.7 | NO | NO | YES | GOOD | GOOD | POOR | FAIR | GOOD |
| WESTERN HILLS ELEM | 0004 | CLASSROOM | 1 | 1 | 0 | 40.7 | NO | NO | YES | GOOD | GOOD | POOR | FAIR | GOOD |
| WESTERN HILLS ELEM | 0005 | CLASSROOM | 1 | 1 | 0 | 35.8 | NO | NO | YES | GOOD | GOOD | POOR | FAIR | GOOD |
| WESTERN HILLS ELEM | 0006 | EXCEP CHLD | 1 | 1 | 0 | 59.7 | NO | NO | YES | GOOD | GOOD | POOR | FAIR | GOOD |
| WESTERN HILLS ELEM | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | NO | NO | NO | GOOD |  |  |  |  |
| WESTERN HILLS ELEM | LIBR | LIBRARY | 0 | 0 | 0 | ****** | NO | NO | NO | GOOD | EXCELNT | POOR | POOR | POOR |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO. | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WILLIAMS ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 32.7 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 33.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0017 | EXCEP CHLD | 1 | 1 | 0 | 980.0 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 31.6 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 30.6 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 31.6 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0021 | CLASSROOM | 1 | 1 | 0 | 31.6 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0022 | CLASSROOM | 1 | 1 | 0 | 33.8 | YES | YES | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0023 | CLASSROOM | 1 | 1 | 0 | 33.8 | YES | YES | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0024 | CLASSROOM | 1 | 1 | 0 | 35.0 | YES | YES | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0025 | CLASSROOM | 1 | 1 | 0 | 33.8 | YES | YES | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | NO | NO | NO | | | | | |
| WILLIAMS ELEMENTARY | LIBR | LIBRARY | 0 | 0 | 0 | ****** | YES | NO | NO | GOOD | GOOD | GOOD | | |
| WILLIAMS ELEMENTARY | 0001 | EXCEP CHLD | 1 | 1 | 0 | 840.0 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 33.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 36.3 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 35.0 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 36.3 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 33.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 31.6 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 32.7 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 32.7 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 40.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 40.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 40.8 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 42.6 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILLIAMS ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 32.7 | YES | NO | NO | GOOD | GOOD | GOOD | GOOD | GOOD |
| WILSON ELEMENTARY | 0001 | LIBRARY | 1 | 1 | 0 | ****** | YES | NO | NO | GOOD | FAIR | FAIR | | POOR |
| WILSON ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 29.3 | YES | NO | NO | GOOD | FAIR | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 28.2 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | EXCELN |
| WILSON ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 27.1 | NO | NO | NO | GOOD | FAIR | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 28.2 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | EXCELN |
| WILSON ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 30.6 | NO | NO | NO | GOOD | FAIR | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 29.3 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | EXCELN |
| WILSON ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 29.4 | NO | NO | NO | GOOD | FAIR | EXCELNT | EXCELNT | GOOD |
| WILSON ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 29.4 | NO | NO | NO | GOOD | FAIR | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 28.3 | NO | NO | NO | GOOD | FAIR | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0012 | CLASSROOM | 1 | 1 | 0 | 29.4 | NO | NO | NO | GOOD | FAIR | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0013 | CLASSROOM | 1 | 1 | 0 | 38.1 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0014 | CLASSROOM | 1 | 1 | 0 | 38.1 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0015 | CLASSROOM | 1 | 1 | 0 | 38.1 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0016 | CLASSROOM | 1 | 1 | 0 | 39.7 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0017 | CLASSROOM | 1 | 1 | 0 | 41.4 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0018 | CLASSROOM | 1 | 1 | 0 | 43.3 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0019 | CLASSROOM | 1 | 1 | 0 | 38.1 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | 0020 | CLASSROOM | 1 | 1 | 0 | 43.3 | NO | NO | NO | GOOD | GOOD | GOOD | EXCELNT | EXCELN |
| WILSON ELEMENTARY | CAFE | CAFETORIUM | 0 | 0 | 0 | ****** | YES | NO | YES | GOOD | GOOD | | | |

ROOM ADEQUACY (PART2)

| SCHOOL NAME | ROOM NO | ROOM TYPE | TCHR STATNS | STATNS USED | OVER (UNDER) | AREA PER PUPIL ST | GLARE | FLEX RATE | DRINK FOUNT | OVERALL RATING | AESTHETIC RATING | STORAGE ADEQUAT | CHALK BOARD | TACK BOARD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WOODRUFF ELEMENTARY | 0001 | CLASSROOM | 1 | 1 | 0 | 35.8 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| WOODRUFF ELEMENTARY | 0002 | CLASSROOM | 1 | 1 | 0 | 30.9 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| WOODRUFF ELEMENTARY | 0003 | CLASSROOM | 1 | 1 | 0 | 32.7 | YES | NO | NO | GOOD | FAIR | FAIR | FAIR | GOOD |
| WOODRUFF ELEMENTARY | 0004 | CLASSROOM | 1 | 1 | 0 | 30.0 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| WOODRUFF ELEMENTARY | 0005 | CLASSROOM | 1 | 1 | 0 | 27.1 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| WOODRUFF ELEMENTARY | 0006 | CLASSROOM | 1 | 1 | 0 | 40.7 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | FAIR |
| WOODRUFF ELEMENTARY | 0007 | CLASSROOM | 1 | 1 | 0 | 42.6 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | FAIR |
| WOODRUFF ELEMENTARY | 0008 | CLASSROOM | 1 | 1 | 0 | 39.0 | NO | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| WOODRUFF ELEMENTARY | 0009 | CLASSROOM | 1 | 1 | 0 | 31.1 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | POOR |
| WOODRUFF ELEMENTARY | 0010 | CLASSROOM | 1 | 1 | 0 | 29.0 | YES | NO | NO | GOOD | FAIR | GOOD | GOOD | FAIR |
| WOODRUFF ELEMENTARY | 0011 | CLASSROOM | 1 | 1 | 0 | 37.6 | YES | NO | NO | GOOD | FAIR | POOR | FAIR | GOOD |
| WOODRUFF ELEMENTARY | LIBR | LIBRARY | 0 | 0 | 0 | ****** | NO | NO | NO | GOOD | GOOD | FAIR |  | POOR |
| WOODRUFF ELEMENTARY | MULP | MULTI-PURP | 0 | 0 | 0 | ****** | NO | NO | YES | GOOD | GOOD | FAIR |  |  |

## ELEMENTARY SCHOOL PLANT CAPACITIES AND UTILIZATION
## LITTLE ROCK
## 1966

| | Total | Optimum (95%) | Enrollment | Utilization |
|---|---|---|---|---|
| Bale | 560 | 375 | 511 | 91% |
| Brady | 677 | 643 | 692 | 102 |
| Bush | 220 | 209 | 203 | 92 |
| Carver | 840 | 798 | 822 | 98 |
| Centennial | 309 | 293 | 267 | 86 |
| Fair Park | 288 | 274 | 239 | 83 |
| Forest Park | 570[a] | 541 | 490 | 86 |
| Franklin | 695 | 660 | 610 | 88 |
| Garland | 411 | 390 | 313 | 76 |
| Gibbs | 812 | 771 | 493 | 61 |
| Gillam | 390 | 370 | 153 | 39 |
| Granite Mountain | 495 | 470 | 469 | 95 |
| Ish | 424 | 403 | 512 | 121 |
| Jefferson | 696 | 661 | 531 | 76 |
| Kramer | 337 | 320 | 212 | 63 |
| Lee | 414 | 393 | 332 | 80 |
| Meadowcliff | 692 | 657 | 535 | 77 |
| Mitchell | 325 | 309 | 320 | 98 |
| Oakhurst | 337 | 320 | 338 | 100 |
| Parham | 375 | 356 | 326 | 87 |
| Pfeifer | 150 | 142 | 183 | 122 |
| Pulaski Heights | 456 | 433 | 448 | 98 |
| Rightsell | 493 | 468 | 457 | 93 |
| Romine | 540 | 513 | 513 | 95 |
| Stephens | 621 | 590 | 450 | 72 |
| Terry | 547 | 520 | 489 | 89 |
| Washington | 570 | 541 | 505 | 88 |
| Western Hills | 290 | 275 | 168 | 58 |
| Williams | 796 | 756 | 650 | 82 |
| Wilson | 481 | 457 | 434 | 90 |
| Woodruff | 326 | 310 | 302 | 93 |
| Reservoir Road | (360 est.) | (342) | --- | --- |
| | 15,137 | 14,375 | 12,967 | Av. 86% |

Note: Full capacities shown--no reduction for special education rooms.

[a] Remodeling needed to achieve this level.

## COMPARISONS BY THE RACIAL MAKEUP OF SCHOOL BUILDING ENROLLMENTS
## LITTLE ROCK, 1966

| | Percentage of Student Enrollment from White Race in Each Building | | | |
|---|---|---|---|---|
| Factor Compared | 0% | 10-89% | 90-99% | 100% |
| Teacher-Pupil Ratio: | | | | |
| High School | 20.0 | 20.5 | 22.5 | ---- |
| Junior High School | 22.1 | 23.3 | 22.0 | ---- |
| Elementary School | 26.5 | 25.4 | 27.8 | 26.7 |
| Percent of Group Enrolled in Buildings Built:* | | | | |
| Before 1930 | 36.6 | 76.8 | 22.4 | 32.7 |
| 1930-1950 | 14.1 | ---- | 11.5 | 15.9 |
| 1951-1960 | 27.2 | 8.2 | 56.5 | 36.5 |
| 1961-Date | 22.1 | 15.0 | 9.5 | 14.9 |
| Percent of Group Attending Schools on Sites Evaluated: | | | | |
| Completely Satisfactory | 2.5 | 12.0 | 33.5 | 30.6 |
| Generally Satisfactory | 25.3 | 47.4 | 50.0 | 28.8 |
| Unsatisfactory | 72.2 | 40.6 | 16.5 | 40.6 |
| Elementary School Utilization | | | | |
| Excessive (above 95%) | 35.8 | 14.9 | 10.2 | 33.6 |
| Heavy (91% - 95%) | 26.4 | 37.3 | 15.9 | ---- |
| Optimum (86% - 90%) | 11.9 | 12.6 | 43.8 | 27.9 |
| Good (80% - 85%) | ---- | 16.1 | 20.1 | 7.0 |
| Light (Below 80%) | 25.9 | 19.1 | 9.9 | 31.6 |

*Initial Construction Date.